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ABSTRACT

This handbook is designed to provide local school districts with a systematic approach to planning, developing, and implementing a comprehensive career development guidance program, based on the "National Career Development Guidelines" and locally identified student and community needs. Section 1 provides the program's philosophy, definitions, rationale, and benefits. A program model is described in terms of content, processes, and structure. Implementation strategies include a checklist for implementation readiness and steps in the implementation process. Five references are provided. Section 2 provides implementation guidelines. The process is divided into four steps: planning, development, implementation, and evaluation. A summary checklist follows the informative material on each step. Section 3 contains implementation resources in four appendixes. Appendix A provides lists of student competencies and indicators for four levels: elementary, middle/junior high, high school, and adult. Appendix B contains sample forms that can be adapted for use in the career guidance and counseling program. Some are incomplete and can be supplemented with local information. Appendix C presents supplemental information in such areas as work force development; workplace basics; counselor competencies; promotional activities; and career development activities. Appendix D offers lists of resources and resource organizations. (YLB)

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A Comprehensive

Career Development Guidance Program

for Texas Schools

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A Comprehensive Career Development Guidance Program For Texas Schools

An Implementation Handbook

1990 - 1991

Educational Development & Training Center
East Texas State University
Commerce, TX 75429
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Foreword

Preparing young people to live and work in a rapidly changing society is the responsibility of all educators and is the basis for the revision of education in Texas. Building a complete set of personal/social, educational and career/vocational development skills for tomorrow is the ultimate goal of every Texas educator and the focus of this handbook.

A Career Development Guidance Program is a developmentally based career guidance program intended to assist local school personnel move vocational/career development from an ancillary service into a comprehensive program, available to all students in the district, and enhance the role of the school counselor in the vocational/career aspects of guidance and counseling.

The handbook is intended to be a framework on which to plan, develop and implement a comprehensive career development guidance and counseling program. The handbook is loose leaf to accommodate the addition of supplemental materials and resources and permit each district to design a career development guidance program that meets local student and community needs.

The *Career Development Guidance Program* offers both a process and product. As a process, it includes the essential elements of a sequential career development guidance and counseling program which is successful in meeting the vocational/career development needs of ALL students. The obvious product is a student who knows how to set goals for each life role, who has made decisions about the future and who is on the way to implementing those decisions. A final product, however, is never achieved, because the process, like the developmental program, is continual, beginning anew as each individual attains a new level of personal and occupational growth!

As Texas struggles with the impact of economic development and an increasing dropout rate, it is extremely important to focus on promoting the development of skills and knowledge that enable all young people to succeed in the workplace and in life. Our ultimate goal must be to continue "building skills for tomorrow."

Sylvia Clark
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Section 1

Career Development Guidance Model Program

Introduction

Texas' commitment to provide an educational system, wherein all students will develop essential skills that will enable them to live and work in a changing future, emphasizes "the need for strong academic foundations, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy of the 21st century." The acquisition of these skills will enable all students graduating from Texas public schools to enter a career and/or to continue their education at a postsecondary technical school, community college or university.

Recent national developments have focused on the need to redefine the structure of traditional school guidance "services" from supportive, crisis-oriented, quasi-administrative groups of services to a comprehensive developmental guidance and counseling "program" which is proactive, preventive, goal-oriented, sequentially planned and accountable. A program that contains a strong career development and planning component provides Texas young people with the activities and experiences needed to make wise career decisions

Career development and planning guidance has come to the forefront in recent years. Today, leaders in guidance and counseling are stressing the need for a restructured guidance program which recognizes and addresses the reality that an individual's life is affected dramatically by career decisions. Because of the economy, technology, and new attitudes of employers and employees, career development and planning is now looked upon as a life-long process which begins in early childhood and continues throughout one's life with a series of transitions as both the individual and the environment change.

Several other national trends and issues also impact the role and responsibilities of school guidance personnel as these trends and issues greatly affect the future of the students and the schools:

- **Changing Populations.** The student and adult population demographics are changing. School guidance and counseling personnel are being challenged to respond to a greater diversity of individuals. This challenge includes the need to provide access to high quality programs that meet the unique needs of such groups as women, minorities, the poor, the handicapped and immigrants.

- **Family Involvement.** Parents now demand that educational programs respond to the needs of their children. Many parental concerns center on the responsibility of the school to help their

children make meaningful career plans and obtain successful employment. Placement upon completion of high school has long been neglected by counseling services. The current emphasis on transition services for handicapped students exemplifies this concern. Family members greatly influence each other's career development. The trend toward more diverse family structures highlights the need for finding effective ways to combine work and family roles.

- **Program Excellence**. Defining program excellence is a high priority at all levels of education. Many national, state and local groups are defining excellence in terms of program goals and standards. Staff are being challenged to develop programs that increase individual performance (accountability) related to these standards.

- **Program Articulation and Coordination**. Students and adults are served by a variety of agencies, organizations and educational institutions. Coordination is needed to avoid duplication or gaps in the types of assistance received.

States and schools are redesigning many of their educational programs to reemphasize the importance of work/careers to all life roles. These schools and states are now providing comprehensive career development guidance programs that assist individuals in exploring self and related career options; in securing an understanding of occupational information and labor market trends and how to use that information; in acquiring decision-making, planning, and employability skills; and in understanding the world of work and their roles in it—lifelong career development — which enables everyone to venture into a competitive global market.

Purpose

The purpose of this handbook is to provide local school districts with a systematic approach to planning, developing and implementing a comprehensive career development guidance program, based on the *National Career Development Guidelines* and locally identified student and community needs. This handbook will assist districts in developing a plan to provide each student with the guidance and the opportunity for career development.

Using the handbook as a framework, school districts and individual campuses are encouraged to extract, adapt or add to the components presented, as they design a career development guidance program which best meet their needs.

The student needs focus of the career development guidance program promotes the education of the whole person in order to produce a positive educational outcome, i.e., students who are able to make thought-

ful and sound decisions regarding secondary and postsecondary training, work and life roles.

In addition, because the resulting program redirects the counselor role and responsibilities away from non-guidance and non-counseling duties, counselors and other guidance personnel will help create positive educational outcomes for all students. Such a positive education environment will enable each student to achieve his/her potential.

Philosophy

A career development guidance program rests on the tenet that career development and planning must be central to the delivery of all education and that Texas public education should provide ALL students a sequential program which will result in successful educational, career development/planning and placement. Local school districts have a responsibility to provide a comprehensive career development program to all students. The program should provide students access to information and assistance in the development of skills necessary for decision-making, problem-solving, career and life planning and personal living in order to help them achieve their potential and experience success and gratification from whatever they choose to do.

The following principles were underlying in development of the Career Development Guidance Program for Texas.

☐ Each student is a unique individual capable of achieving self-direction in decision-making and problem-solving, through self-knowledge.

☐ Each student has a right to full acceptance and opportunity for personal development within the school milieu.

☐ Each student has a right to expect access to a total career development guidance program that responds to local, community and state needs.

☐ Each student has a right to activities and experiences that will enable him/her to:

- adapt to current and future environments;
- gain maximum benefit from present and future opportunities;
- set realistic educational, social and career goals;
- select appropriate ways to achieve goals; and
- achieve self-direction based upon increased self-knowledge and acceptance, to fulfill the many and various life roles each will play.

Definitions

So that all involved in the development and implemention of a comprehensive career development guidance program operate from the same understanding, the following definitions are offered.

Career Development. A lifelong process in human growth and development identified as "a search for the psychological meaning of vocationally relevant acts (including the exploratory behavior of youth) and of work itself in the human experience". The process of career development involves the following six steps:

Self Awareness— an understanding of one's interests, aptitudes, values and attitudes in relation to self. One's uniqueness, life values, goals, innate talents and dreams explored in terms of relationship to reality.

Career Investigation/Exploration— researching career information such as career clusters, levels of work, educational and training requirements, salaries and benefits, labor market trends, non-traditional occupations, etc.

Decision Making— using problem solving skills to choose appropriate goals.

Career Training — learning specific job skills in an educational setting or on the job.

Job Acquisition— entering the workforce and progressing up the career ladder.

Career Changes— upgrading skills and retraining if career changes occur.

Career Education. "An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living" (Hoyt, 1975).

Rationale

All education is career education. Comprehensive career development is and should be an integral component of each school's comprehensive guidance program. This clearly stresses that the school's educational program views each individual as a developing, whole person and recognizes that "career development" encompasses all of the major personal/social and education decisions one makes during a lifetime. Traditional crisis-oriented counseling has long ignored the priority of the career dimension in the personal development of the whole person. Traditional counseling implies that all social relations and individual preferences for environment, culture and lifestyle in a career decision are separate from that decision. Much of today's dissatisfac-

tion with work and life in general stems from a lack of balance between occupational roles and life roles.

The need for and value of a comprehensive unified approach to guidance and counseling as a part of the student's total educational development is evident. One of every three students in Texas drops out of school before receiving a high school diploma. At the same time, we have a growing labor shortage in highly skilled technical positions and in semi-skilled and service occupations. Students need to be able to relate school work to real life if they are to receive the maximum benefits from their educational experiences and to see the need to "stay in school." Relevant subject matter and activities motivate students and result in higher attendance and achievement.

A comprehensive, developmental career/vocational guidance program redirects the focus of guidance personnel. Such a program provides the needed relevance to school and is far more effective than a student's typical guidance experience; i.e., an annual half-hour visit to the counselor's office to complete the pre-registration process or to check credits. A systematic program approach to guidance and counseling will cause a shift from crisis-oriented counseling to developmental counseling. A proactive-oriented focus reaches more students, thus preparing them to better handle crisis situations.

The identifiable student outcomes within a career development guidance program provide accountability and ensure greater statewide uniformity in the performance of counseling responsibilities. The program also clarifies expectations for counseling personnel and specifies counselor functions. Just as classroom teachers have specific department goals and stated objectives, so do counseling personnel. Counselors cannot meet their program goals and objectives if they are assigned or take on non-guidance and counseling duties!

Implementing a comprehensive career development guidance program requires an organized, team effort from counselors, teachers, administrators, librarians, parents, private industry and community organizations. Promoting the educational, psychological and career development of all students involves cooperation and commitment from all. A comprehensive career development guidance program is an integral part of a comprehensive, integrated educational programs designed to provide all students with a well-rounded, applicable and relevant education, enabling them to develop skills and knowledge that are transferable to their work and home lives.

Benefits

Everyone benefits from a well-planned, effectively implemented comprehensive career development program. The long-term benefits far outweigh the short-term effort of implementing a comprehensive program.

Students

- Develop higher self-esteem and improve social adjustment, which with other interventions, reduces individual risks.
- Increase knowledge and understanding of self and others.
- Increase their understanding of the relationship between education and employment, thereby being better prepared for a changing workplace.
- Have more opportunities for counselor/student interaction.
- Receive increased knowledge and assistance in career exploration and development.
- Develop improved decision-making skills.
- Increase their ability to identify and learn life skills.
- Increase their knowledge of our changing world.

Teachers

- Develop positive, supportive working relationships.
- Provide a team effort to address key skills and core competencies for all students.
- Understand the role of the counselor as a resource person.
- Become more involved with the business community.

Guidance Personnel

- Have a clearly defined role and function within the school milieu.
- Are relieved of non-guidance and counseling functions.
- Develop a tool for program management.
- Reach a larger number of students.

Parents

- Develop a more comprehensive understanding of career-related information and resources.
- Increase awareness of careers and educational/employment placement options.
- Develop better communications and involvement with the school.
- Interact more purposefully with their children to influence improved career and educational planning.
- Increase knowledge of what assistance they and their offspring can receive from a school counselor.
- Receive greater support from the school in their parenting role.

School Administrators

- Improve counselor accountability by evaluating program components through regular assessment of student achievement.

- Improve efficiency through increased program coordination and articulation as a result of a sequence of delivery for program activities.

Business/Industry

- Have a pool of employees and/or potential employees who exhibit a foundation of self-esteem and motivation which increases their value to business and industry.
- Receive the best possible return on their education tax dollars.
- Reduce on-the-job training time.

A Direction for the Future

Today, schools and school counselors face a dilemma. There is a need to alter the approach to providing guidance and counseling to students, but past history has produced expectations from the community, parents, teachers, administrators and counselors themselves. To alter guidance/counseling from a support or ancillary service model to a program model suggests that things will change—that currently held expectations will not be met. Naturally, this creates a reluctance to make changes that may improve what is being accomplished.

Change drives our social and economic systems. Will educational programs keep up with a society centered around high-tech, service-oriented, information-processing goals? Will schools continue to process students through a three-track system: college-bound, labor force, and drop-outs? A state drop-out rate of 35-45 percent indicates that the old ways and old expectations must change.

A comprehensive guidance and counseling program that includes a major career development and planning component for all students enables counselors to proactively "guide" students to their full potential. Counselors will be seen as counseling professionals to whom all students can turn for individual guidance at key developmental stages, viewed by teachers as human resource consultants, seen by administrators as key members of the educational process, and accepted by parents as partners in the educational process.

To this end, *A Comprehensive Career Development Guidance Program* is presented as a beginning strategy for change in the educational direction of all our children, a vision embodied in the following excerpt from the *Mission of Public Education in Texas* approved by the state Board of Education:

> "Texas is moving toward the 21st century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state is responsible for preparing children to live and work in this changing future."

How do we get there? By providing each student with career development guidance and opportunity; by integrating academic and vocational education, making both meaningful to the student's career development; and by making curriculum related to careers, and vice versa, we can provide a comprehensive education which means students get both career and academic training. We must empower all students with the necessary tools to enable each one to achieve his/her highest potential.

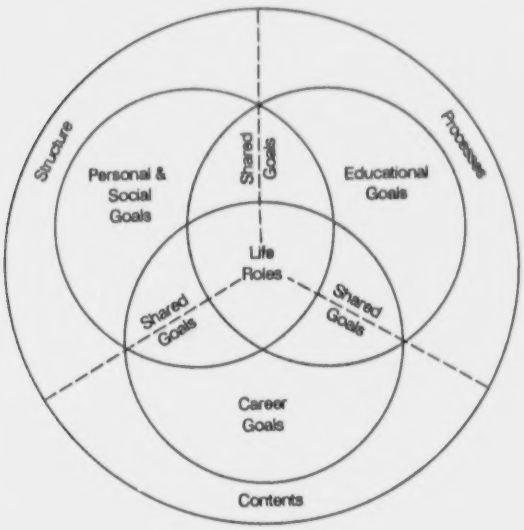

Figure 1—A Comprehensive Guidance Program

Figure 2 —A Career Development Guidance Program Model

Program Model

Program Content

The content of the program is defined by the competencies and indicators and is organized around three broad areas: self-knowledge, educational and occupational exploration and career planning.

The competencies represent general goals and the indicators define specific knowledge, skills, and abilities that individuals should master to cope effectively with lifelong career development tasks. They are consistent with the general developmental capabilities of individuals at the level.

Competencies and indicators have been developed for the elementary, middle/junior high school, high school and adult levels. The competencies and indicators represent the basic skills and abilities that individuals should attain to prepare, obtain and advance a satisfying career.

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and lifelong learning.
Skills to understand and use career information.	Skills to locate, understand and use career information.	Skills to locate, evaluate and interpret career information.	Skills to locate, evaluate and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Program Processes

Processes are the strategies that actually deliver the program content. They include:

Outreach—Offers information to individuals about career development services available from the organization.

Counseling—Focuses on interaction between an individual or a small group and a professional counselor, helps students explore personal issues related to career development, examines how to apply information and skills learned to their personal plans and determines individualized career plans.

Assessment—Involves the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences and needs.

Instruction—Includes group activities, career-related curriculum and peer support groups that help students acquire knowledge, skills and abilities outlined in the career development competencies.

Career Information—Includes a variety of resources, such as computer-based career information delivery systems, print and media materials, simulated activities that provide current, unbiased information about occupations, educational programs and employment opportunities.

Work Experience—Facilitates opportunities for students in actual work settings to test career decisions and develop effective work attitudes and behaviors.

Consultation—Expands career development resources for students by directly assisting staff, administrators, trainers, employers and others in areas of needed expertise.

Referral—Encourages cooperation with outside organizations to offer additional services needed by students.

Placement—Organizes resources and offers assistance so that students can make successful transitions from the program to employment or further education and training.

Follow-up—Establishes and maintains long-term contact with students who have made transitions to determine effectiveness of career decisions.

See Appendix C for examples of specific program processes activities.

Program Structure

Organizational capabilities address the specific structure, commitments, facilities, training and materials that are needed for program implementation. To organize and deliver effective career development guidance programs, there must be administrative commitment to:

- Secure needed cooperation and resources.
- Strengthen program staff members' interest and expertise.
- Redefine staff roles and responsibilities to provide time to deliver the career development program.
- Plan to implement the program in phases so that it is manageable.
- Involve internal groups such as administrators and other district staff; and external groups such as employers, state agencies and community organizations.
- Use evaluation results to improve the program.

Administrative support is vital if program improvement is to be achieved. The institution's leadership must be committed to establishing program standards and to monitoring the program's effectiveness.

A firm organizational structure enables successful delivery of the program processes. Generally, this framework supports the program's activities and includes:

Leadership - A counselor or career development specialist who is supported by a staff team dedicated to improving career development opportunities for individuals.

See Appendix C for specific counselor competencies.

Management—Top-level staff organizing program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery and revising the program.

Personnel—Other staff, community resource persons, paraprofessionals and volunteers who can help serve the wide range of adult career development needs through direct involvement or linkages with other organizations.

Facilities—Adequate space, materials and equipment which ensure the delivery of career development services.

Resources—The funds required to purchase materials, equipment and other items needed to implement a career development program.

See Appendix C for specific program structure considerations.

Gain Commitments from Key Groups—Once it has been determined that there is a local readiness to implement the career development program and prior to the actual implementation stage, an essential activity to assure success of this initiative is securing commitments and support from various groups that will be involved in the ongoing process. Commitments and support obtained at the onset will facilitate the actual implementation process. Administrative support and staff cooperation are necessary at every step of implementation. Key groups that need to provide support and commitment include the following:

- School Board and Central Administrative Staff
- Campus Principals
- All School Guidance Personnel
- Teachers
- Librarians
- Other Key Pupil Personnel Staff

See Appendix C for suggested specific commitments for each of the above groups.

Implementation Strategies

Implementation Readiness

The long term success of the implementation and continued delivery of a comprehensive career development guidance program will depend upon the district/school readiness to initiate and commit to the effort. The following checklist is helpful in assessing the readiness to initiate the process:

- ☐ Our administration endorses the career guidance and counseling program concepts.
- ☐ Our staff endorses the career guidance and counseling program concepts.
- ☐ Our management and staff agree to begin the implementation process.
- ☐ We are willing to appoint a coordinator.
- ☐ We are willing to appoint and train a steering committee to manage the implementation process.
- ☐ We are willing to appoint an advisory committee to provide input and review. (optional)
- ☐ We are willing to provide adequate time for the coordinator, steering committee, advisory committee and other staff to complete the implementation process.
- ☐ We are willing to allocate financial resources to support the process.
- ☐ We are willing to provide training for our staff to support the implementation process.
- ☐ We are willing to identify and use outside resource persons to support the implementation process.

If the answer to all these statements is not "Yes," more time will have to be invested to obtain the necessary administrative, community and staff commitments. This investment in planning will facilitate the actual implementation process, as all involved will have the necessary commitment to make the program succeed.

Implementation Process

Figure 3

The implementation process uses the four steps illustrated in Figure 3. This process is flexible, allowing for the development of locally identified standards based on the state standards, and builds on existing program strengths. Throughout the implementation and delivery process, local districts and individual campuses are encouraged to adapt existing resources (such as program activities and evaluation measures).

PLANNING establishes the organization and management of the implementation process which requires forming committees and work teams, conducting needs assessments, identifying and/or developing program standards, developing a task-timeline and planning the evaluation.

DEVELOPMENT includes effective use of all committees, reviewing the current career development program, developing a revised program plan utilizing the career development student standards and locally identified standards, defining staff development needs and designing both a process and a product evaluation.

IMPLEMENTATION focuses on continued use of committees and work teams, implementing the staff development plan, monitoring the implementation of the career development guidance program and obtaining ongoing administrative support.

EVALUATION includes procedures for conducting the process and product evaluations and for using the evaluation results to improve the program.

It is important to note that these steps are interrelated with each contributing to the development of the standards, improvement of the program and evaluation of the program against the standards.

The remainder of this Handbook provides strategies to assist in the initiation or improvement of the district and/or campus career development component of the guidance program. The length of the process varies with each district and/or campus, but to establish a fully revised career development program requires at least a two-year commitment.

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Section 2

Implementation Guidelines

Step 1: Planning

The implementation process utilizes a team approach. Figure 4 illustrates a suggested organizational structure to accomplish the various tasks. These on-site management teams provide a sense of ownership, thus *facilitating the implementation process*. A modification of this organizational structure may be required, depending on the size and need of the district. If some of these teams already exist in the district or school, this is an opportunity to revitalize them with new challenges.

Form Committees

Appoint a steering committee. Main functions are to obtain administrative support, coordinate all activities, involve other staff and resource persons, and communicate with key groups. Suggested members of the steering committee include: the superintendent or other district administrator, director of guidance; vocational counselor, job placement coordinator, and/or career investigation teacher; advisory council liaison; school board member; research and development committee representative or librarian.

The steering committee will vary in size according to the district/campus size and resources. The members should be interested in career development and committed to improving career development services. Committee members' responsibilities include:

- reviewing the *Comprehensive Career Development Guidance Program for Texas Schools* to determine compatibility with the local guidance plan, mission and philosophy;

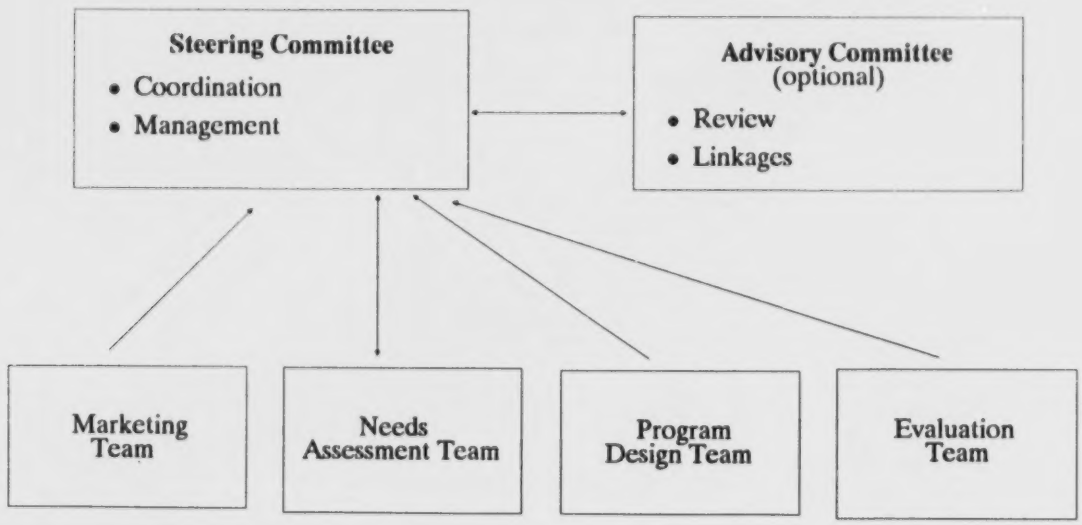

Figure 4—Sample Organization Structure

- developing local student competencies as identified by the needs assessment and the sequence of the entire career development guidance program;
- identifying factors that may support or inhibit the implementation process;
- accessing resources needed for the implementation process;
- coordinating the administration of a local needs assessment;
- developing procedures for articulating and coordinating program activities with other agencies, organizations and school staff;
- coordinating the administration of evaluation measures and using the results for program improvement; and
- providing training and resource assistance to enhance program implementation.

Form an Advisory Council (optional)

Districts may form an advisory committee as well as a steering committee. Some districts may replace the steering committee with an advisory committee depending on district needs. The advisory committee provides input from a large and diverse group of people while the steering committee provides the in-house management necessary to implement the program.

See Appendix C for suggested steering and advisory committee members.

The responsibilities of the advisory committee include the following:

- helping secure support and resources for the implementation process.
- reviewing steering committee recommendations.
- designating one member to serve as a liaison to the steering committee.
- communicating the benefits of the career development guidance and counseling program to various constituencies.
- serving in an advisory capacity on appropriate district work teams.
- reviewing the needs assessment procedures and results.
- reviewing and endorsing the career development guidance standards.
- reviewing and endorsing the career development guidance and counseling program plan.
- recommending staff training activities and resources.
- supporting implementation and providing feedback on the implementation process.
- serving as a source of external evaluation by reviewing the implementation process.
- reviewing results of internal evaluations.
- making recommendations for program improvements.

- reviewing the current guidance program and revising it utilizing the information in this handbook, *Career Opportunities in Texas: A Master Plan for Vocational Education*, the *Long Range Plan for Public Education in Texas* and locally identified needs.
- developing program standards including new activities to strengthen the program.
- coordinating the program with other district programs and community resources.
- providing a suggested timeline and master calendar of implementation activities.
- revising the career development guidance plan based on evaluation information.

Organize Work Teams

Large districts benefit from organizing work teams to complete specific tasks associated with a career development program implementation. These work teams will enable the steering committee to focus on leadership and coordination, while involving more school personnel at the early stages of implementation. Smaller school districts may have these responsibilities assumed by the steering committee or existing campus or districtwide committees.

Leadership of the work teams should be the responsibility of a steering committee member. Work team members should be selected for their interest and expertise in the team tasks. Membership on any committee should not be based solely on district staff/personnel expertise, but should include technical assistance experts from other institutions or agencies.

Marketing Team

This small group makes recommendations on the most effective methods to package and advertise the career development program and its resources and activities. Effective marketing strategies are the key to successful implementation and continuation of the program. Members of this team work with the other teams on marketing strategies as they relate to district staff, students, community-based organizations and parents. The marketing team has the following responsibilities:

- identify benefits of career development to guidance local needs
- identify ways in which trends and issues are affecting local needs
- identify strategies to promote the program

See Appendix C for specific promotional activities.

Program Development/Design Team

The program development/design team is a large task force which has several responsibilities. It is advisable to divide the large team into several smaller groups by responsibilities or reassign members to new tasks as the need arises. The major duties of this team are to review and revise the current guidance plan in relation to the career development program. Their responsibilities are to:

- Design and conduct a counselor time/task analysis to survey and analyze the distribution of counselors and their allocation of time and tasks. This task will provide baseline data for the reallocation of counselors' time and tasks to meet annual program goals.
- Recommend annual career development guidance goals based on the needs survey results and counselor time/task analysis information.

Needs Assessment Team

This team designs, conducts and analyzes a needs assessment, prior to the development or revision of the career development guidance program, to identify student and community career development information and guidance needs. The needs assessment data will pinpoint those areas in most need of improvement or inclusion in the program of activities. The needs assessment should:

- identify needs of students,
- provide information for program planning,
- serve as a basis for allocation of resources,
- contribute to program and staff accountability,
- strengthen public relations,
- provide a basis for selection and implementation of learning activities and classroom presentations and
- increase opportunities for student, staff and parent interaction.

Evaluation Team

This team plans, develops and implements the program evaluation plan. Responsibilities of team are to:

- evaluate the progress of the program implementation activities to determine if the program goals are being met;
- review local counselor appraisal/performance evaluation forms and revise or replace to correspond with national and state recommendations and counselor competencies;
- design guidance content evaluation form(s) to determine the effectiveness of career development guidance activities, products and resources by measuring student outcomes to provide immediate feedback on the effectiveness of the activities;

- suggest career development guidance presentations in basic outline form; and
- suggest career development activities.

Develop a Task-timeline

The length of the implementation process will vary among schools. At a minimum, two years will be required to implement a fully revised career development program. Figure 5 shows a sample timeline with the steps and tasks needed for implementation.

Conduct a Needs Assessment

The primary purpose of a needs assessment is to ensure the needs of the students are met. A needs assessment provides input from the students, staff and parents. The results are the basis for selecting and prioritizing the student competencies for the year and the corresponding career development guidance learning activities. Benefits of the needs assessment include:

- identifying needs of students;
- providing information for program planning;
- providing information to staff and policy-makers to assure program support;
- serving as a basis for allocation of resources;
- contributing to program and staff accountability;
- strengthening public relations;
- providing a basis for selection and implementation of career development learning activities and classroom presentations; and
- increasing opportunities for student, staff and parent interaction.

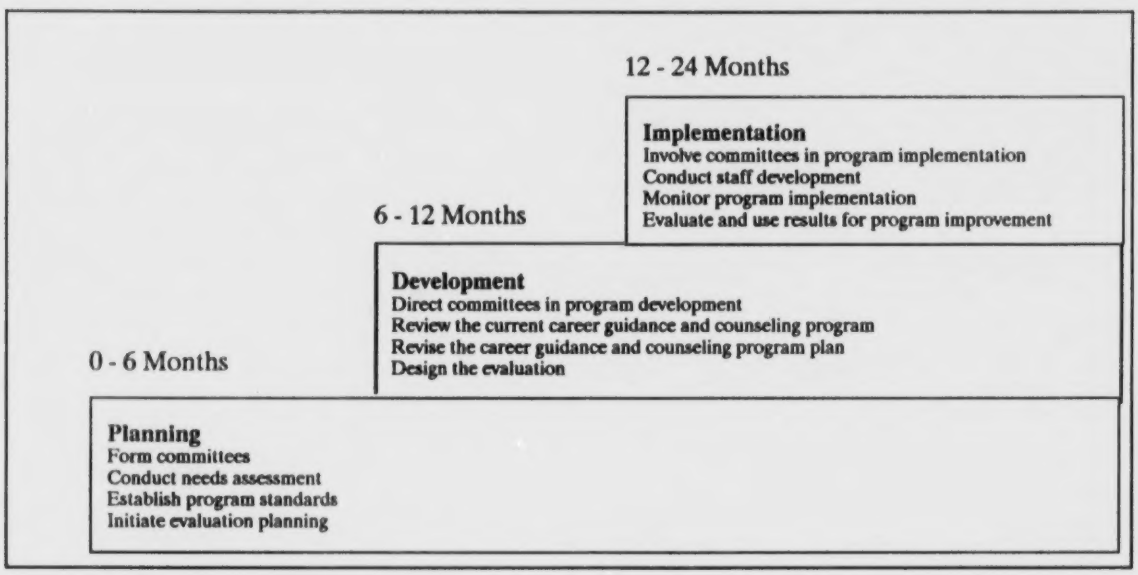

Figure 5—Tasks and Timelines

The needs assessment committee is responsible for designing, conducting and analyzing the needs assessment. Initially, a formal needs assessment should be administered using brief surveys which are easily understood and interpreted. Administering the needs survey early in the school calendar year is most appropriate. The committee may organize a work group to complete the following needs assessment activities.

Identify Respondents

- Administrators, teachers, counselors, parents and students
- Type of sampling; i.e., random, cluster, etc.

Finalize the Needs Assessment Instrument

- Review several instruments
- Select and modify one to meet local needs, resources and various groups

See Appendix C for sample forms for conducting a local needs assessment.

Collect Data

- Make a time schedule
- Outline administration procedures
- Outline follow-up methods to ensure adequate response

Analyze Data

- Identify the competencies and indicators
- Rate importance and priority for student achievement
- Analyze each group and each grade level

Identify Local Career Development Guidance Program Standards

Information obtained from the needs assessment is used to verify the importance of the competencies and indicators. The goal is to develop a comprehensive set of locally identified career development competencies and indicators with standards that are measurable and that meet the needs of the students and community served.

Select Student Competencies and Indicators

To select the appropriate competencies and indicators for a local program, the needs assessment team must consider key issues:

- defining the criteria that will be used for selection of student competencies and indicators;
- determining who will be involved in the selection process; and
- completing the final selection process.

The team should keep in mind that the number of selected indicators should be comprehensive and include all indicators that have been rated as important and any new indicators recommended during the needs assessment and approved by the steering committee.

Establish Standards for the Indicators

Once the indicators have been selected, standards will be developed that specify the level or rate of student performance.

- Indicators describe specific knowledge, skills, and abilities that students need to develop to achieve a competency.
- Standards state how and at what level or rate the student will achieve that indicator.

Figure 6 provides several examples of indicators and a sample standard for each indicator.

ELEMENTARY SCHOOL - Competency II: Skills to Interact With Others

Indicator: Make positive statements about self and others.

Standard: During a classroom discussion about skills learned in school that might be used on the job, the student will be able to describe three skills that he or she has and three skills that another student in the class has.

MIDDLE/JUNIOR HIGH SCHOOL - Competency VI: Skills To Locate, Understand and Use Career Information

Indicator: Demonstrate skills in using school and community resources to learn about occupational groups.

Standard: When writing a report on an occupational group of interest to the student, he or she will use at least two written materials and one human resource to obtain information.

HIGH SCHOOL - Competency X: Understanding The Interrelationship Of Life Roles

Indicator: Describe the ways in which occupational choices may affect lifestyle.

Standard: After an interview with a parent or friend, the student can describe one way in which the individual's job affects each of the following: family life, financial resources, relationships with friends and leisure activities.

ADULT - Competency XII: Skills To Make Career Transitions

Indicator: Describe strategies to use during transitions— approaches such as networks and stress management.

Figure 6—Sample Standards

Develop Sequence for Delivery

After standards are developed, a sequence must be identified to outline at what point students should receive the assistance that will enable them to achieve the competencies. The sequence will:

- reflect student readiness;
- be compatible with other school programs; and
- incorporate needs assessment information.

Figure 7 provides example of scope and sequence.

Review the indicators and determine how each should be addressed at each grade level.

Code: Leave blank if it should not be addressed

A = Awareness
I = Introduce
R = Reinforce

COMPETENCY I: Understanding the influence of a positive self-concept on career development.

Indicator	Level 9	10	11	12
1. Student can identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about himself or herself.	____	____	____	____
2. Student receives feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.	____	____	____	____
3. Student can demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.	____	____	____	____
4. Student can demonstrate ability to accept himself or herself as a total person with unique and worthy traits, characteristics and potential.	____	____	____	____
5. Student can demonstrate an understanding of environmental influences on one's behavior.	____	____	____	____
6. Student can demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self concept.	____	____	____	____
7. (Additional indicator added from needs assessment information).	____	____	____	____

(Complete for each competency)

Figure 7—Example of Scope And Sequence

Conduct a Counselor Time and Task Analysis

A time and task analysis reveals the duties performed by each counselor and measures the amount of time spent on each task. The beginning of the school year is the best time to begin the study. Many time and task methods exist including software programs designed for this purpose. It is important to select blocks of time to analyze throughout the school year and be consistent. Although a time and task analysis is time-consuming, the benefits are worth the effort of the procedure. Benefits of a time and task analysis are:

- provides accountability;
- provides excellent public relations information;
- gives focus and direction to guidance department;
- frees counselors from non-guidance duties and prevents their misuse;
- eliminates territoriality;
- eliminates "doing you own thing" counseling habits;
- provides basis for districtwide standardization of counseling duties;
- provides information for development of districtwide counselors' annual calendar of activities;
- justifies requests for staffing patterns; i.e., additional counselors or secretarial support;
- promotes counselor development as counselors become aware of areas for improvement; and
- results in a balanced program.

See Appendix B for sample time and task analysis forms.

Develop Mission Statement

After the career development program competencies have been selected and standards developed for each, the Steering Committee needs to develop a description of the mission of the career development program. The mission is, obviously, supported by the program's competencies and indicators with standards. The mission document, once revised and/or approved by the appropriate local committee(s), becomes the first part of the local Career Development Guidance Program Plan.

Obtain Administrative Endorsement

Administrative endorsement and support of the mission, competencies and indicators with standards should be obtained for full institutional support. The letter of endorsement from the steering committee and/or advisory committee and a summary of the needs assessment data will assist in securing the additional administrative endorsements. The marketing team will find these endorsements valuable for public information purposes and in gaining internal and external support for the program.

Initiate Evaluation Planning

Before beginning program development, it is important to outline the process to be used to evaluate its effectiveness because effective career development guidance programs use an ongoing process of review and revision.

Evaluation is the comparison of performance against standards to determine discrepancies between intended and actual results. Two major types of evaluation are needed to provide information for program decisions: process and product evaluation. Figure 8 outlines the process.

The evaluation team, at this point, will look for existing measures and/or examples of types of measures that would be helpful in designing local measurements. If expertise in evaluation is not represented on this committee, who can provide such assistance is also a consideration at this time. Monitoring the evaluation process and how to finalize measures are two other questions to address in the planning phase.

The evaluation plan requires several considerations:

- Involvement of groups that will be affected by the evaluation;
- Use of the steering committee and/or advisory committee for advice;
- Protection of the rights and welfare of those providing the evaluation information; and
- Review of evaluation plans so personal feelings and biases do not distort the evaluation outcome.

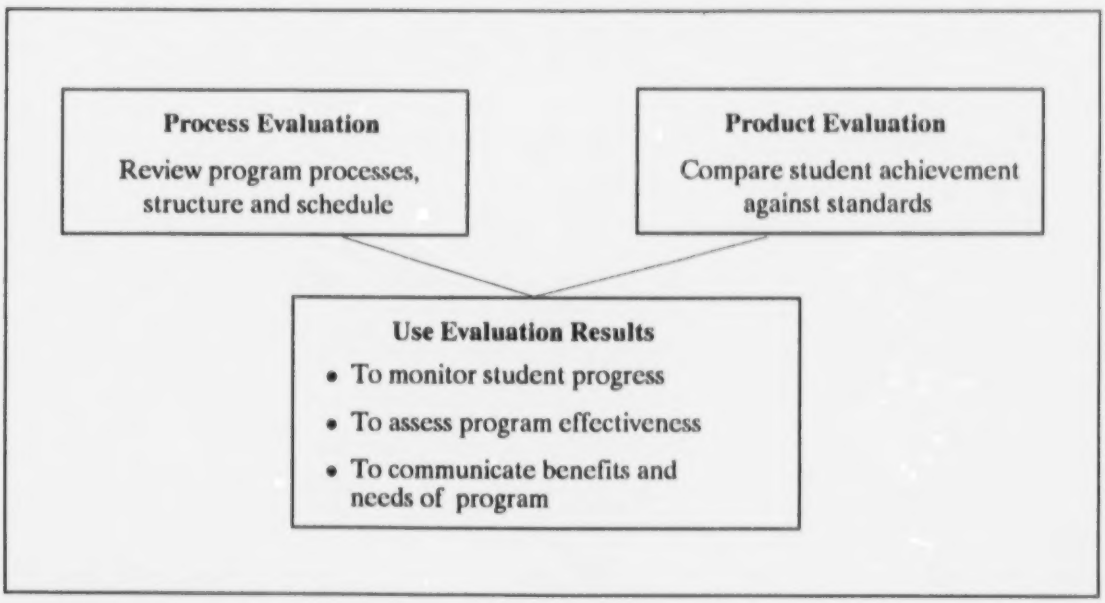
Process Evaluation
Review program processes, structure and schedule
Product Evaluation
Compare student achievement against standards
Use Evaluation Results
• To monitor student progress
• To assess program effectiveness
• To communicate benefits and needs of program

Figure 8—Evaluation Process

Summary Checklist
Step 1: Planning

Tasks	Date completed
1. Gain commitments from key groups	_____
2. Form a Steering Committee	
A. Identify and select members	_____
B. Schedule and plan first meeting	_____
C. Train committee	_____
D. Develop steering committee management plan	_____
3. Form an advisory committee (optional)	
A. Identify and select members	_____
B. Invite members to serve	_____
C. Schedule and plan first meeting	_____
D. Develop plan for use of committee throughout implementation process	_____
4. Organize work teams	_____
5. Develop task-timeline	_____
6. Conduct a needs assessment	
A. Develop needs assessment	_____
B. Identify respondents	_____
C. Collect data	_____
D. Analyze data	_____
7. Identify local program standards	
A. Select competencies and indicators	_____
B. Establish standards for indicators	_____
C. Develop sequence for delivery	_____
8. Conduct counselor time and task analysis	
A. Identify respondents	_____
B. Develop instrument and procedures	_____
C. Collect time and task data	_____
D. Analyze data	_____

9. Develop mission statement
   A. Obtain administrative endorsement _____
   B. Use for public information and marketing strategies _____

10. Initiate Evaluation Planning _____

Step 2: Development

Direct Committees

The development phase requires an extensive amount of time and effort on the part of the steering committee and/or advisory committee as well as the various work teams. The steering committee provides leadership and management to ensure that all activities are taking place on schedule and will result in a high quality effort. The advisory committee continues to review progress and provide advice and counsel.

The program design and evaluation teams will have a major role in program development. As some responsibilities overlap, the steering committee chair will need to meet regularly with the team chairs to ensure communication among the teams.

During the development process, the steering committee needs to address issues related to program articulation, ensuring that the program is coordinated with those offered by other schools, agencies, institutions and organizations so that:

- individual programs meet the career development guidance needs of all students served;
- unnecessary duplication of learning both within and across levels is reduced or eliminated; and
- continuity of career development assistance to the individual is assured across the lifespan.

In cooperation with representations from several organizations (e.g., other schools, postsecondary institutions, community-based organizations, the Texas Employment Commission, business and industry), a plan should be developed that includes procedures for :

1. sequencing offerings (when career development competencies will be introduced and when they will be reinforced at subsequent levels);

2. coordinating program activities (procedures to avoid duplication, to share facilities and resources and to capitalize on staff expertise); and

3. communicating information about students' career development achievement across program levels.

See Appendix C for Articulation Guidelines.

Review the Existing Program

The program review determines how well the current guidance program activities relate to the established career development standards and sets priorities for program improvement or development. The program design team spearheads the review process and must identify the information needed for the review, collect and analyze that information and set program priorities.

The comprehensive review will identify and examine all guidance and counseling and instructional activities related to the career development competencies. For example, the students-at-risk program may include self-esteem activities which parallel career development competencies and indicators. The indepth review will reveal any unnecessary duplication among the various programs or between campuses.

Identify Types of Information Needed

Specific questions to be addressed by the program review team include:

- What guidance processes and activities are being used to achieve each standard?
- What audience is being reached by these processes and activities?
- What is the current program structure?
- What are the strengths of the current program?
- What areas need to be improved?
- What are some recommendations for change?

A sample Career Development Guidance Program Review Form is provided in Appendix B. Its organization will enable the team to gather full information about the effectiveness of the current program's content and structure.

Collect Information

When collecting review information, utilize existing resources as much as possible. The current guidance plan, sunset evaluations, in-house evaluations, Texas Education Agency monitoring reports and district curriculum guides are a few examples of existing materials that will provide needed information for the review. The Program Design team manages the collection process, but additional district personnel assist. Department chairpersons, curriculum supervisors, the guidance director, program directors and campus principals can provide much of the review information.

By developing a task-timeline for the collection of information, the team can proceed with the review process. Steps in the task-timeline include:

- specifying who will collect what types of information;

- determining the methods of collection;
- assigning a due date for the materials;
- specifying personnel responsible for collating the information; and
- developing a written summary of the material.

Set Program Improvement Priorities

The program design team will meet to analyze the results of the program review and set program improvement priorities. Issues to be resolved in setting priorities are:

- identifying the strengths and weaknesses of the current program as related to each of the career development standards;
- comparing these strengths and weaknesses to the needs assessment results;
- determining the strengths and weaknesses of the current program structure for delivering a comprehensive career development program;
- recommending program revisions; and
- prioritizing these recommendations.

The team's summary and recommendations will provide direction for program improvement. The summary can also be used to gain administrative support for the program improvement process. The results provide the basis for improving the career development program which is an ongoing process.

Revise the Existing Career Guidance Proram

If the scope of changes is large or if an entire career development guidance program is to be developed, it may be helpful to implement the program in two or three one-year phases. For example, during the first year the competencies in highest need of improvements or inclusion can be addressed, followed by those of moderate need, and finally those least needed. Development and implementation can also be phased in by grade levels.

The program design team will have the following responsibilities during this step:

- obtain new career development guidance ideas and activities,
- design the program, and
- complete a new career development guidance program plan.

Obtain New Career Development Ideas

The steering committee will develop a plan for obtaining current career development information, activities, and processes. As information is acquired, it will be organized and readied for use in the program development tasks. Appendix D provides an extensive listing of state

and national career development sources of information, as well as suggested career development reference materials.

Design The Program

Because it is important for those individuals involved in the development process to have the time and resources needed to complete their work, the steering committee chair should arrange for these prior to the time of need. Release time, use of professional development days, convenient meeting times, or special summer workshops should be arranged well in advance.

Depending upon the scope and timeline of the development and/or revision process, the program design team may need to obtain assistance from additional personnel to develop new processes and activities. These additional groups may focus on grade level, subject area, competency areas, etc., depending on local preference. The teams will need to work closely with the evaluation team to select or develop evaluation measures for the indicators and activities.

The design process will focus on selecting existing activities or developing new ones to support each standard. The various design teams will review the information about new career development activities and select those that are most appropriate for use in the district's career development guidance program. As the focus of this process is to "improve" the existing program, the design team should look for activities which are: effective in helping students develop the desired career development attitudes, knowledge, and skills; appropriate for the needs of the students; compatible with readily available resources; and compatible with the expertise of the district personnel.

See Appendix B for a sample activity selection and design form.

If activities cannot be identified from existing sources, the design teams may need to adapt those activities found in existing sources and/or develop their own.

For a sample of career development activities that can be developed locally, see Appendix C.

As each career development activity is identified and/or developed for each indicator, a Measure Selection and Development Form (Appendix B) will need to be completed in order to evaluate student achievement.

The final task is for the steering committee to complete the development of the local Career Development Guidance Program Plan using the elements in Figure 9, and bringing all the written components together. Additional information on developing the Program Plan can be found in Appendix B.

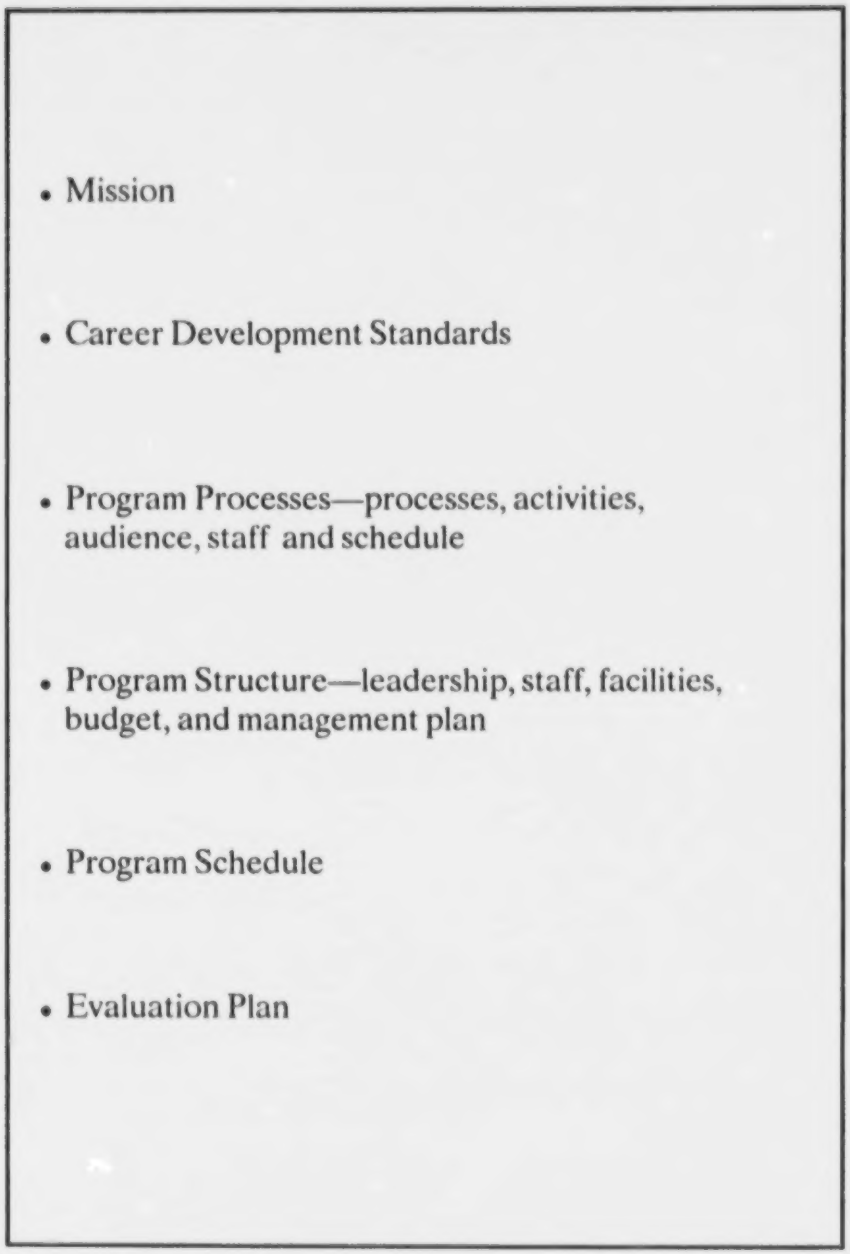
• Mission
• Career Development Standards
• Program Processes—processes, activities, audience, staff and schedule
• Program Structure—leadership, staff, facilities, budget, and management plan
• Program Schedule
• Evaluation Plan

Figure 9—Components of a Career Development Guidance Program Plan

Elements of a Local Career Development Program Plan

MISSION. The mission statement clearly relates the purpose of the career development program to the district's and/or campus mission and improvement plans (completed during the planning step).

CAREER DEVELOPMENT STANDARDS. Locally identified standards that state how and at what level the individual will demonstrate achievement of the competencies and the sequence of delivery are included in this section of the local program plan. The sequence of delivery is based on student readiness, compatibility with other school programs, and the needs assessment information (completed during the planning step).

PROGRAM DESCRIPTION. The program description provides an overview of the local program and is organized by competencies. The comprehensive set of individual career development guidance competencies and indicators with measurable standards have been identified to meet students' assessed career development needs. Each standard outlines the following components:

Processes - specific career development procedures such as outreach, counseling, assessment, consultation, referral, placement or follow-up.

Activities - the specific activities for each indicator.

Audiences - who will experience each activity.

Staff - personnel who will deliver each activity.

Schedule - an outline of when each of the activities will begin and end.

PROGRAM STRUCTURE. This section of the program plan describes the specific program structure.

Leadership—who will manage the program including their qualifications, role and responsibilities and support requirements such as release time.

Staffing —a description of each type of staff member who has a role in the program including qualifications and responsibilities.

Facilities—a list of the types of facilities needed including physical space, equipment, materials and supplies.

Budget—a formal budget detailing by line item the financial support required for the program.

Management Plan—a description of all management tasks needed to ensure successful implementation of the program including:

- Coordination
- Evaluation and research
- Public relations
- Articulation
- Staff development

PROGRAM SCHEDULE. A master calendar that schedules delivery of the program with activities listed by month and grade level becomes this section of the program plan.

EVALUATION PLAN. The final section of the local program plan contains the strategies for evaluating the program to provide ongoing program improvement.

Obtain Administrative Support of the Plan

Administrative endorsement of the Career Development Program Plan will be obtained from the appropriate administrative levels. The plan can also be used for public information purposes and to gain community support for the program.

Design Program Evaluations

The evaluation team will determine procedures for conducting an evaluation of the career development program. The two types of evaluation needed to provide the necessary information are product evaluation and process evaluation. A summary of the evaluation plan will be included as the last element of the local Career Development Guidance Program Plan.

Effective career development programs use the ongoing processes of review, revision and implementation. The product and process evaluations provide the necessary information to:

- make informed program decisions;
- modify the career development program to support the achievement of student career development standards; and
- communicate the strengths, benefits, and needs of the program.

Evaluation Principles

The evaluation team should consider the following principles when designing and conducting product and process evaluation.

- Evaluation is planned and conducted to encourage follow-through.
- Audiences involved in or affected by the evaluation are involved in the actual evaluation process.
- Evaluation is designed and conducted so that the rights and welfare of those providing information are respected and protected.
- The value of the evaluation information justifies the resources used.
- Safeguards are employed in the procedures to protect against distortion by personal feelings and biases of any party to the evaluation.
- Information-gathering instruments and procedures are selected or developed to ensure that the information obtained is sufficiently reliable and its interpretation is valid for its intended use.
- Practical procedures are used and disruption is kept to a minimum.
- Sources of information are described in enough detail so that accuracy of the information can be assessed.
- Data collected, processed and reported are reviewed and corrected so that the evaluation is not flawed.

Conclusions are explicitly stated and justified so that the audiences can assess them.

Process Evaluation

A process evaluation reviews the program's procedures, structure and schedule. It will follow the same general procedures that were used to conduct a review of the existing career development program. The difference being that the process evaluation will focus on reviewing the implementation of the "new" program.

A survey should be developed for use in collecting necessary information. Although the evaluation team will manage the process evaluation, other resource persons will be involved in collecting information needed to complete the survey. The team should utilize all available information so that necessary duplication of efforts is avoided. Existing information such as sunset review evaluations, Texas Education Agency accreditation and compliance monitoring reports, self-appraisals and/or locally designed program evaluations are excellent sources of information for a process evaluation survey.

The team needs to develop a task-timeline to help manage the process evaluation. The timeline will specify who will collect what types of information and by what date. The evaluation team will have the responsibility for monitoring the information collection process and for resolving problems which might arise.

Figure 10 provides a list of suggested process evaluation questions.

When the process evaluation survey has been completed, the evaluation team should provide the steering committee with a written summary of the survey for future use.

See Appendix B for a sample resources and process checklist form.

Product Evaluation

A product evaluation assesses the extent to which the program was effective in helping students attain the competencies as specified by the standards. It provides information needed to identify discrepancies between desired and actual individual performance.

The career development student competencies and indicators cover a variety of attitudes, skills and knowledge across cognitive, affective and psychomotor areas with emphasis on the application of knowledge in career development and planning. Due to the diversity of the career development student competencies and indicators and the focus on personal application in a variety of situations, the evaluation measures should also be diverse and creative.

Figure 11 describes several methods and techniques for measuring student achievement in career development.

Process Evaluation Questions

This list of suggested questions helps you evaluate your Career Guidance and Counseling Program Plan.

1. **Mission**
   Is the mission still appropriate or will it be revised?

2. **Career Development Standards**
   a. Does the program address all competencies and indicators?
   b. Does the program deliver these as specified in the sequence of delivery?

3. **Program Processes**
   a. Were the activities for each indicator conducted?
   b. Were they provided to all intended participants?
   c. Were they delivered as scheduled?
   d. Were there problems in delivery of specific activities?
   e. Are there suggested improvements for specific activities?

4. **Program Structure**

   Leadership
   a. Did the program leader carry out his or her responsibilities?
   b. Did he or she have adequate time to coordinate the program?
   c. What problems did he or she have in coordinating the program?

   Staffing
   a. Did each program staff member carry out his or her responsibilities?
   b. Did he or she have adequate time to complete these responsibilities?
   c. What problems did staff encounter in delivering the program?

   Facilities
   a. Is adequate and appropriate physical space provided for the program? If not, what improvement is needed?
   b. Is adequate equipment provided for the program? If not, what additional equipment needed?
   c. Are necessary materials provided for the program? If not, what additional materials are needed?
   d. Are necessary supplies provided for the program? If not, what additional supplies are needed?

   Budget
   Were adequate financial resources provided for the program? What additional financial resources are needed?

   Management
   a. Were the tasks specified on the management plan completed as scheduled?
   b. Is the program coordinated with other programs? Are there any coordination problems? How might coordination be improved?
   c. Were the measures developed for each of the standards? Were they administered on schedule?
   d. Was a summary report of individual and group attainment of competencies and indicators developed?
   e. What public relations activities were conducted? What additional activities might be conducted?
   f. Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive adequate orientation to the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?
   g. Has a plan been developed to support coordination with other agencies and/or post-secondary educational institutions? Has the plan been implemented?

Figure 10—Process Evaluation Questions

Sources and Methods of Data Collection

Standardized Career Development Instruments
Career development instruments are a fairly recent development in standardized testing. These are discussed in *A Counselor's Guide to Career Assessment Instruments* (Kapes and Mastie, 1988). This publication and the publisher's test manuals identify standardized instruments for use in program evaluation.

Locally Developed Career Assessment Measures
Using individual career development competencies, the staff can design measures for specific indicators.

Follow-up Studies
Many organizations conduct regular follow-up studies of their former program participants. Information on these experiences can be very helpful in determining the extent to which individuals have been able to apply career development competencies to career decisions such as gaining employment or selecting further educational opportunities.

Interviews
Interviewing is a data collection technique in which information about individual's achievement levels can be obtained through one-on-one conversation. Typically, these interviews are conducted in person; however, they may be conducted by telephone. A set of structured interview questions forms the basis for the interview. This method provides the interviewer an opportunity to probe for further information if warranted by the initial response.

Diaries and Journals
Self-reporting written logs and journals are designed to measure individuals' activities, attitudes and feelings. They are subjective and provide indicators of growth and change.

Checklists
It is often convenient and effective to develop checklists of behaviors, events, characteristics or skills. In an obtrusive, systematic way, observations of the individuals can then be made and recorded as they engage in program activities and interact with others.

Observations
Observations can be effective for assessing achievement of competencies. Methods for recording observations can range from systematic observation instruments to audio or videotaping.

Simulations
Simulated situations, such as videotapes of group situations, can be used to provide a stimulus for assessment items that measure understanding of career development competencies.

Role Playing Situations.
Role playing situations can provide an opportunity for individuals to demonstrate behaviors and applications of knowledge in "lifelike" situations.

Paper and Pencil Tests.
Objectively written test items can be developed to assess career development performance indicators. These can include multiple-choice, fill-in, true-false, etc. There are most effective in assessing cognitive competencies and indicators.

Planned Forms
A variety of forms that provide the opportunity for individuals to describe their career-related plans can provide assessment information particularly in the career decision-making area. An example of this is the Individual Career Plan found in Appendix B.

Figure 11—Sources and Methods of Data Collection

Identify Staff Development Needs

Successful implementation of the career development guidance program will depend on the extent to which counselors, teachers and other staff have (1) developed the competencies (skills and knowledge) needed to coordinate and implement the program, and (2) a sense of ownership due to their involvement. Because the career development guidance program includes a wide range of knowledge, skills, and abilities for students to achieve, staff will also need to develop a wide range of skills.

Staff will need professional development experiences to strengthen their skills related to career development guidance and counseling activities. Areas of need will include:

- applying counseling skills to career development goals;
- developing career development guidance content activities;
- identifying and using career information resources;
- conducting individual and group assessment activities;
- conducting effective consultation;
- coordinating program activities with others;
- conducting awareness sessions concerning nontraditional careers;
- meeting the career development needs of special populations; and
- meeting post-high school placement needs of all students.

Self-assessment is one way in which staff can determine their strengths and weaknesses. A sample self-assessment form can be found in Appendix B that describes one technique using the counselor competencies included in Appendix C. This form can be modified for wider use by adding competencies needed by other staff.

The steering committee will conduct a staff development needs assessment to determine what staff development activities will become the foundation for the staff development plan. Using the results of the needs assessment, several decisions must be made prior to implementing a staff development program. The steering committee should:

- determine who on the staff will profit most from professional development activities;
- consider professional development activities for influential and/or recognized leaders on staff;
- decide if staff development activities should be compulsory or optional; and
- determine which staff development activities will be included in the plan.

The steering committee should develop a formal professional development plan that includes both group and individual development experiences. Individual professional development plans developed by the

individual staff members should be considered for inclusion in the district staff development plan. Specific staff development activities that may be considered are included in Figure 12.

See Appendix B for suggestions for preparing staff development plans.

Formal Graduate-Level Coursework
Graduate-level coursework in career development, counseling, testing and assessment and career information.

Summer Internships
Summer work experiences in business and industry provide excellent opportunities for counselors and teachers to interact with persons in noneducational career settings, observe employee-employer work-related situations and acquire first-hand knowledge about career development in the private sector.

Workshops and Conferences
Conferences and workshops may include activities sponsored by professional associations or qualified providers. The recent focus on national credentialing of counselors has stimulated a variety of professional development workshops.

Site Visits
Visits to other programs allow career development staff to observe successful programs and career development activities. Question others about how to use the activities most effectively.

Independent Study
Recommendations for independent learning materials and experiences can be obtained from the agency administrator, staff resource center, state agency personnel or counselor educators.

Inservice Education and Supervision
Inservice programs can be conducted by counselor educators, state agency staff, or other qualified continuing education providers. Also, consultation, role playing, video feedback and other supervisory activities can help improve counselor competencies.

Figure 12—Staff Development Activities

Summary Checklist
Step 2: Development

Tasks	Date Completed
1. Direct Committees	_____
2. Review the existing career development guidance program	
A. Identify types of information needed	_____
B. Collect information	_____
C. Set program priorities	_____
3. Revise the existing career development guidance program	
A. Obtain new career development activities ideas	_____
4. Design a Career Development Guidance Program Plan	_____
5. Design Program Evaluations	
A. Develop process evaluation	_____
B. Develop product evaluation	_____
6. Obtain administrative support of program plan	_____
7. Identify staff development needs	
A. Conduct staff development needs assessment	_____
B. Identify and prepare plan for staff development	_____

Step 3: Implementation

Involve Committees

The program design and evaluation teams will be involved during the implementation process. The program design and those specific teams, if identified, refine the delivery activities. The evaluation team will complete and begin the program evaluation process (Step 4) to determine the effectiveness of the program.

The steering committee continues an active role by managing the implementation process. The chairperson of the steering committee is responsible for securing the resources necessary to implement the career development guidance program. The budget and description of resources (physical facilities, equipment, materials and supplies) identified in the Career Development Guidance Program Plan provide the necessary documentation for the chairperson's requests. A commitment of adequate financial resources from the administration is essential for successful implementation and continuation of an effective career development guidance program.

The steering committee must ensure that counselors, teachers and other involved staff have sufficient time to deliver the career development guidance program. The analysis of the counselor time-task study and the description of counselors' responsibilities and roles, based on the counselor competencies found in Appendix C, provide baseline information for revised counselor roles. Many of the activities in a comprehensive career development guidance program will expand existing counselor duties and replace non-guidance/counseling duties.

Implement Staff Development Plan

Conduct Program Orientation

The steering committee and others who have been involved in the planning and development process should conduct an initial orientation to the Career Development Guidance Program Plan. All campus/district personnel, not just those involved in the program implementation, should become familiar with the program because their support will be invaluable during the implementation process. This orientation to the program, conducted during districtwide inservice activities, will provide an overview of the program, training on how to deliver new career development activities, and management, resource and time distribution to support the implementation process.

Conduct Staff Development Experiences

Based on the staff development plan, resulting from the staff development needs survey, implementation of initial group staff development activities should begin prior to the beginning of the school year.

Monitor Program

The management schedule and program schedule sections of the Career Development Guidance Program Plan provide a basis for monitoring program implementation. The steering committee will review the program and management schedules on a regular basis to identify any problems in program implementation. If problems are identified, the steering committee should identify the source of the problem such as lack of time, resources and/or skills and should find solutions.

Individual staff members can monitor their own activities using the program schedule. Meetings with the entire career development program staff held every two or three months can identify staff concerns, share successes, clarify the program schedule for the next two or three months and identify problems with specific activities.

The steering committee is encouraged to record information during the first year of implementation that can be used to strengthen implementation during the second year by improving the program.

Summary Checklist
Step 3: Implementation

Tasks	Date Completed
1. Secure resources and staff time	
A. Secure resources	_____
B. Ensure staff time	_____
2. Implement staff development plan	
A. Conduct orientation to program	_____
B. Conduct staff development experiences	_____
3. Monitor program implementation	_____

Step 4: Evaluation

Evaluate the Program

The evaluation team, following the evaluation schedule, will manage both the process and product evaluation.

Product Evaluation

Evaluating individual student achievement may be monitored in a variety of ways and is similar to measuring achievement in other subject/program areas. In most instances, measurements of student achievement will be identified during the program development phase and conducted at the time of the activity. All that is necessary at this time is to collect the data or conduct a standardized career development assessment.

Process Evaluation

The Evaluation Team will conduct the survey and/or collect the information needed to evaluate the processes,.structure and schedule for implementation of the program.

A final written report should be developed describing the strengths and weaknesses of the program.

Use Evaluation Results

The steering committee will find the Career Development Guidance Program Plan and the final evaluation results can be used in the following ways:

- to compare the achievement of individual students against the career development guidance standards identified locally for developing a plan for increasing student achievement;
- to determine the effectiveness of the career development guidance program for enhancing attainment of the career development guidance standards;
- to communicate the strengths, benefits, and needs of the career development guidance program; and
- to establish program improvement and refinement priorities.

Summary Checklist
Step 4: Implementation

Tasks	Date Completed
1. Conduct program evaluations	
A. Conduct and compile product evaluation data	_____
B. Conduct and compile process evaluation data	_____
C. Write evaluation final report	_____
2. Use Evaluation Results	
A. Monitor and improve individual student achievement	_____
B. Determine overall program effectiveness	_____
C. Communicate strengths, needs and benefits to key groups	_____
D. Set priorities for improvement and refinement of program	_____

Section 3

Implementation Resources

Appendix A :

Student Competencies and Indicators

The competencies and indicators represent the knowledge, skills and abilities students need to cope effectively with daily life, to make transitions and to develop an educational/career plan. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career development.

- **Elementary Level (K-5)**
- **Middle/Junior High Level (6-8)**
- **High School Level (9-12)**
- **Adult Level**

Elementary School Student

Competencies and Indicators

Self-Knowledge

Competency I: Knowledge of the importance of self-concept.

Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths and weaknesses.
Describe ways to meet personal needs through work.

Competency II: Skills to interact with others.

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes and abilities.

Competency III: Awareness of the importance of growth and change.

Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

Competency IV: Awareness of the benefits of educational achievement.

Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

Competency V: Awareness of the relationship between work and learning.

Identify different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

Competency VI: Skills to understand and use career information.

Describe work of family members, school personnel and community workers.
Identify occupations according to data, people and things.
Identify work activities of interest to the student.

Describe the relationship of beliefs, attitudes, interests and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (e.g., inside/outside, hazardous).
Describe the way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends and neighbors can provide career information.

Competency VII: Awareness of the importance of personal responsibility and good work habits.

Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) that are needed to get and keep jobs.
Demonstrate positive ways of performing working activities.
Describe the importance of cooperation among workers necessary to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

Competency VIII: Awareness of how work relates to the needs and functions of society.

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

Career Planning

Competency IX: Understanding how to make decisions.

Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision-making situations.
Describe how personal beliefs and attitudes effect decision-making.
Describe how decisions affect self and others.

Competency X: Awareness of the interrelationship of life roles.

Describe the various roles an individual may have (e.g., friend, student, worker, family member).
Describe work-related activities in the home, community and school.
Describe how family members depend on one another, work together and share responsibilities.
Describe how work roles complement family roles.

Competency XI: Awareness of different occupations and changing male/female roles.

Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe the importance of individuals' contributions inside and outside the home.

Competency XII: Awareness of the career planning process.

Describe the importance of planning.
Describe skills needed in a variety of occupational groups.
Develop an individual career plan for the elementary school level.

Middle/Junior High School Student

Competencies and Indicators

Self-Knowledge

Competency I: Knowledge of the influence of a positive self-concept.

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors and aptitudes.

Competency II: Skills to interact with others.

Demonstrate respect for the feelings and beliefs of other people.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes and disabilities.

Competency III: Knowledge of the importance of growth and change.

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupational Exploration

Competency IV: Knowledge of the benefits of educational achievement to career opportunities.

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

Competency V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

Competency VI: Skills to locate, understand and use career information.

Identify various ways occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school and community resources to learn about occupational groups.
Identify sources to obtain information about occupational groups including self employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.

Competency VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate skills necessary to complete a job application.
Demonstrate skills and attitudes essential for a job interview.

Competency VIII: Understanding how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.
Describe the relationship between work and economic and societal needs.
Describe the economic contributions workers make to society.
Describe the effects that societal, economic and technological change have on occupations.

Career Planning

Competency IX: Skills to make decisions.

Describe personal beliefs and attitudes.
Describe how career development is a continuous process with series of choices.
Identify possible outcomes of decisions.
Describe school courses related to personal, educational and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.

Competency X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent.
Identify how work roles at home satisfy needs of the family.
Identify personal goals that may be satisfied through a combination of work, community, social and family roles.
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
Describe advantages and disadvantages of various life role options.
Describe the interrelationships between family, occupational and leisure decisions.

Competency XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.
Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

Competency XII: Understanding the process of career planning.

Demonstrate knowledge of exploratory processes and programs.
Identify school courses that meet tentative career goals.
Demonstrate knowledge of academic and vocational programs offered at the high school level.
Describe skills needed in a variety of occupations, including self-employment.
Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

High School Student

Competencies and Indicators

Self-Knowledge

Competency I: Understanding the influence of a positive self-concept.

Identify and appreciate personal interests, abilities and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.
Demonstrate an understanding of environmental influences on one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

Competency II: Skills to interact positively with others.

Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions and ideas in an appropriate manner.

Competency III: Understanding the impact of growth and development.

Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

Competency IV: Understanding the relationship between educational achievement and career planning.

Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college majors, further training and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.

Competency V: Understanding the need for positive attitudes toward work and learning.

Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.

Competency VI: Skills to locate, evaluate and interpret career information.

Describe the educational requirements of various occupations.
Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
Describe the concept of career ladders.
Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate and geographic location on occupational opportunities.

Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.

Demonstrate skills to locate, interpret and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits and opportunities for change).
Describe placement services available to make the transition form high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency VIII: Understanding how societal needs and functions influence the nature and structure of work.

Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

Competency IX: Skills to make decisions.

Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision-making situations.
Describe personal strengths and weakness in relationship to postsecondary education/training requirements.

Identify appropriate choice during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency X: Understanding the interrelationship of life roles.

Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices may affect life style.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Competency XI: Understanding the continuous changes in male/female roles.

Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

Competency XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary vocational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self-employment.
Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

Adult

Competences and indicators have been developed for the elementary, middle/junior high school, high school and adult levels. Although postsecondary institutions serve adults, it is important to be aware of the competencies from the elementary, middle/junior high and high school levels. Individuals who have had little career development assistance may need to master competencies at these earlier levels before addressing the tasks presented at the adult level.

The competencies and indicators represent the knowledge, skills and abilities individuals need to acquire academic and career-related skills to make decisions, obtain or change employment and plan for the future. The presentation of the competencies, followed by indicators, does not imply a sequential order for delivery but is an inclusive listing of elements important in an adult's career development.

Competencies and Indicators

Self-Knowledge

Competency I: Skills to maintain a positive self concept.

Demonstrate a positive self-concept.
Identify skills, abilities, interests, experiences, values and personality traits and their influence on career decisions.
Identify achievements related to work, learning and leisure and their influence on self perception.
Demonstrate a realistic understanding of self.

Competency II: Skills to maintain effective behaviors.

Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial resources.

Competency III: Understanding developmental changes and transitions.

Describe how personal motivations and aspirations may change over time.
Describe physical changes that occur with age and adapt work performance to accommodate these.
Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

Competency IV: Skills to enter and participate in education and training.

Describe short and long-range plans to achieve career goals through appropriate educational paths.
Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
Identify strategies to overcome personal barriers to education and training.

Competency V: Skills to participate in work and life-long learning.

Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).

Describe how educational achievements and life experiences relate to occupational opportunities.

Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Competency VI: Skills to locate, evaluate and interpret career information.

Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).

Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures and employer expectations.

Describe the uses and limitations of occupational outlook information.

Identify the diverse job opportunities available to an individual with a given set of occupational skills.

Identify opportunities available through self-employment.

Identify factors that contribute to misinformation about occupations.

Describe information about specific employers and hiring practices.

Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.

Identify specific employment situations that match desired career objectives.

Demonstrate skills to identify job openings.

Demonstrate skills to establish a job search network through colleagues, friends and family.

Demonstrate skills in preparing a resume and completing job applications.

Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.

Demonstrate effective work attitudes and behaviors.

Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills and attitudes required for job success.

Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).

Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor and community agencies).

Identify skills that are transferable from one job to another.

Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work.

Describe the importance of work as it affects values and life style.

Describe how society's needs and functions affect occupational supply and demand.

Describe occupational, industrial and technological trends as they relate to training programs and employment opportunities.

Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning **Competency IX: Skills to make decisions.**

Describe personal criteria for making decisions about education, training and career goals.

Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.

Describe the effects of education, work and family decisions on individual career decisions.

Identify personal and environmental conditions that affect decision-making.

Demonstrate effective career decision-making skills.

Describe potential consequences of decisions.

Appendix B:

Sample Forms

In this appendix you will find sample forms that you can adapt for use in your career guidance and counseling program. Some of the examples are incomplete, and you will need to supplement them with local information.

Conducting a Needs Assessment

Instructions

The steering committee or needs assessment task force will make the following decisions about the needs assessment and develop a management plan that includes specific tasks and timelines and designates who is responsible for each task.

Tasks and Related Questions

A. Identify the Respondents

Which groups should respond to the needs assessment (administrators, teachers, counselors, other staff, parents, students, others)?

How will these groups be sampled? What is the percentage of return that we can expect for the survey (e.g., 50%, 65%, etc.)? How many people do we need to have in the sample?

B. Finalize the Needs Assessment Instrument

Does the recommended needs assessment format meet our needs? (See "Recommended Needs Assessment Survey" presented later in this activity.) If not, how should it be modified?

What alternative forms do we want to develop for specific groups? For example, simplify the items for students and parents and only ask them to respond to the importance of the indicators.

Will respondents be willing to respond to the entire survey or should we divide the competencies into two surveys?

How should we format the survey to make it computer scorable?

C. Collect Data

How will the surveys be administered? Will we use a different approach for different groups?

Who will be responsible for administering it to each group?

What is our time schedule for administration?

How many follow-ups will we do, when should they occur, and how will we do them (e.g., mail, telephone)?

D. Analyze Data

How will the data be processed? Can we use a computer to help with the analyses?

What types of statistical analyses do we want to do? Do we want to do analyses of various groups (e.g., type of respondent or grade level)?

How will we report the data from the needs assessment?

Recommended Needs Assessment Survey

The following is an example of a "Needs Assessment Survey" giving the format for one competency. To finalize the form, complete the survey format with all of the student competencies and indicators listed in Appendix A.

Career Development Guidance Program
Needs Assessment

Position: Administrator___Teacher___Counselor ___Student ___ Parent ___Other _____

Grade Level: Ninth____Tenth____Eleventh____Twelfth____

Instructions:

We are conducting a survey of the career development needs of our students. This survey lists attitudes, skills and knowledge that are related to effective career exploration and planning. Read each item and give it **two different ratings.** (1) **importance**—for students in our school, and (2) **student achievement**—your perceptions of how many students in our school already have the attitude, skills or knowledge.

Circle your choice using the following **importance** scale:

Of Great Importance				**Of Little Importance**
5	4	3	2	1

Circle your choice using the following student achievement scale:

No Students 0-10%	**Few 11-30%**	**Some 31-70%**	**Most 71-90%**	**All Students 91-100%**
5	4	3	2	1

You may add an additional indicator in the space at the end of each competency if you think it is (1) important for our students, (2) relevant to the competency listed and (3) not addressed by those indicators already listed.

Sample Middle School

Career Guidance and Counseling Needs Survey

The purpose of this survey is to provide information which will be used in determining ways for the school to be of greater benefit. Please respond honestly and thoughtfully.

Name_____
Last First Middle

Respond to survey by choosing what you believe students need.

Parent _____ Teacher _____ Administrator _____ Students: Grade 6 ____7 ____ 8 ____ 9____

Instructions

Please read all 12 competencies before attempting to answer this survey. Then rank them in order of importance by circling number (1) for the most important, number (2) for the next most important, and so on through number (12). For each competency, check the blank beside each indicator with which you think the students need help with. Leave blank if you believe the students do not need help. You may check all, some or none of the indicators.

Competency I:
Knowledge of the influence of a positive self-concept. 1 2 3 4 5 6 7 8 9 10 11 12

____ Describe personal likes and dislikes.
____ Describe individual skills required to fulfill different life roles.
____ Describe how one's behavior influences the feelings and actions of others.
____ Identify environmental influences on attitudes, behaviors and aptitudes.

Competency II:
Skills to interact with others. 1 2 3 4 5 6 7 8 9 10 11 12

____ Demonstrate respect for the feelings and beliefs of others.
____ Demonstrate an appreciation for the similarities and differences among people.
____ Demonstrate tolerance and flexibility in interpersonal and group situations.
____ Demonstrate skills in responding to criticism.
____ Demonstrate effective group membership skills.
____ Demonstrate effective social skills.
____ Demonstrate understanding of different cultures, lifestyles, attitudes and abilities.

Competency III:
Knowledge of the importance of growth and change. 1 2 3 4 5 6 7 8 9 10 11 12

____ Identify feelings associated with significant experiences.
____ Identify internal and external sources of stress.
____ Demonstrate ways of responding to others when under stress.
____ Describe changes that occur in the physical, psychological, social and emotional development of an individual.

____ Describe physiological and psychological factors as they relate to career development.
____ Describe the importance of career, family and leisure activities to mental, emotional, physical and economic well-being.

Competency IV:
Knowledge of the benefits of educational achievement to career opportunities. 1 2 3 4 5 6 7 8 9 10 11 12

____ Describe the importance of academic and occupational skills in the work world.
____ Identify how the skills taught in school subjects are used in various occupations.
____ Describe individual strengths and weaknesses in school subjects.
____ Describe a plan of action for increasing basic educational skills.
____ Describe the skills needed to adjust to changing occupational requirements.
____ Describe how continued learning enhances the ability to achieve goals.
____ Describe how skills relate to the selection of high school courses of study.
____ Describe how aptitudes and abilities relate to broad occupational groups.

Competency V:
Understanding the relationship between work and learning. 1 2 3 4 5 6 7 8 9 10 11 12

____ Demonstrate effective learning habits and skills.
____ Demonstrate an understanding of the importance of personal skills and attitudes to job success.
____ Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

Competency VI:
Skills to locate, understand and use career information. 1 2 3 4 5 6 7 8 9 10 11 12

____ Identify various ways that occupations can be classified.
____ Identify a number of occupational groups for exploration.
____ Demonstrate skills in using school and community resources to learn about occupational groups.
____ Identify sources to obtain information about occupational groups including self-employment.
____ Identify skills that are transferable from one occupation to another.
____ Identify sources of employment in the community.

Competency VII:
Knowledge of skills necessary to seek and obtain jobs. 1 2 3 4 5 6 7 8 9 10 11 12

____ Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
____ Describe terms and concepts used in describing employment opportunities and conditions.
____ Demonstrate skills to complete a job application.
____ Demonstrate skills and attitudes essential for a job interview.

Competency VIII:
Understanding how work relates to the need and functions of the economy and society. 1 2 3 4 5 6 7 8 9 10 11 12

____ Describe the importance of work to society.
____ Describe the relationship between work and economic and societal needs.
____ Describe the economic contributions workers make to society.
____ Describe the effects that societal, economic and technological change have on occupations.

Competency IX:
Skills to make decisions. 1 2 3 4 5 6 7 8 9 10 11 12

____ Describe personal beliefs and attitudes.
____ Describe how career development is a continuous process with a series of choices.
____ Identify possible outcomes of decisions.
____ Describe school courses related to personal, educational and occupational interests.
____ Describe how the expectations of others affect career planning.
____ Identify ways in which decisions about education and work relate to other major life decisions.
____ Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
____ Identify the requirements for secondary and postsecondary programs.

Competency X:
Knowledge of the interrelationship of life roles. 1 2 3 4 5 6 7 8 9 10 11 12

____ Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent.
____ Identify how work roles at home satisfy needs of the family.
____ Identify personal goals that may be satisfied through a combination of work, community social and family roles.
____ Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
____ Describe advantages and disadvantages of various life role options.
____ Describe the interrelationships between family, occupational and leisure decisions.

Competency XI:
Knowledge of different occupations and changing male/female roles. 1 2 3 4 5 6 7 8 9 10 11 12

____ Describe advantages and problems of entering nontraditional occupations.
____ Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
____ Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

Competency XII:
Understanding the process of career planning. 1 2 3 4 5 6 7 8 9 10 11 12

____ Demonstrate knowledge of exploratory processes and programs.
____ Identify school courses that meet tentative career goals.
____ Demonstrate knowledge of academic and vocational programs offered at the high school level.
____ Describe skills needed in a variety of occupations, including self-employment.
____ Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
____ Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

Time And Task Analysis Log
15 Minute Intervals

Categories Examples of Activities	**Curriculum** Classroom Activities, Group Activities	**Individual planning** Individual Advisement, Individual Assessment Placement Vocational/ Occupational Exploration	**Responsive services** Consultation, Personal Counseling, Small Groups Individual Counseling Crises Counseling Referral	**System support** Research, Staff/Community Development, Committee/ Advisory Boards, Program Management/ Operation	**Non-counseling activities** Bus Duty, Lunchroom Duty Playground Duty Balancing Class Sizes, Building Master Schedule, Substitute Teaching, Figuring GPAs
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
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7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
DAILY BLOCKS:					
Grand Total (Total Blocks):					
Daily Percentage:					

Time And Task Analysis Log
30 Minute Intervals

Categories Examples of Activities	**Curriculum** Classroom Activities, Group Activities	**Individual planning** Individual Advisement, Individual Assessment Placement Vocational/ Occupational Exploration	**Responsive services** Consultation, Personal Counseling, Small Groups Individual Counseling Crises Counseling Referral	**System support** Research, Staff/Community Development, Committee/ Advisory Boards, Program Management/ Operation	**Non-counseling activities** Bus Duty, Lunchroom Duty Playground Duty Balancing Class Sizes, Building Master Schedule, Substitute Teaching, Figuring GPAs
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
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6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
DAILY BLOCKS:					
Grand Total (Total Blocks):					
Daily Percentage:					

Alaska School Counseling Program Guide. Developed by a Statewide Task Force of School Counselors and School Counseling Coordinators, 1989.

Time And Task Analysis Summary Sheet

Week #	Curriculum	Individual Planning	Responsive Services	System Support	Administrative Activities
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Sample High School

Career Guidance and Counseling Needs Survey

Competency I: Knowledge of the influence of a positive self-concept.

1. Students can identify and appreciate personal interests, abilities and skills.

Importance					Current Achievement					Total
5	4	3	2	1	5	4	3	2	1	_____

2. Students can demonstrate the ability to use peer feedback.

Importance					Current Achievement					Total
5	4	3	2	1	5	4	3	2	1	_____

3. Students can demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

Importance					Current Achievement					Total
5	4	3	2	1	5	4	3	2	1	_____

4. Students can demonstrate an understanding of environmental influences on one's behaviors.

Importance					Current Achievement					Total
5	4	3	2	1	5	4	3	2	1	_____

5. Students can demonstrate an understanding of the relationship between personal behavior and self-concepts.

Importance					Current Achievement					Total
5	4	3	2	1	5	4	3	2	1	_____

6. Additional indicator—optional.
You may add an additional indicator in the space at the end of each competency if you think it is relevant to the competency listed and not addressed by those indicators already listed.

Importance					Current Achievement					Total
5	4	3	2	1	5	4	3	2	1	_____

(Complete for each competency)

Career Development Program Review Form

I. Program Processes

This section of the review form provides a process for recording information about current guidance processes and activities organized by each of the student competencies and indicators. This form also provides space for the development or revision of the appropriate standard to replace the indicator.

Terminology

Competencies are broad, general goals that individuals should attain in order to cope effectively with life-long career developmental tasks. These goals are organized by the three areas of self-knowledge, educational and occupational exploration and career planning.

Indicators describe specific knowledge, skills and abilities that students need to master to achieve a competency. **Sample Indicator:** Students will identify how skills taught in school subjects are used in various occupations.

Standards state how and at what level or rate the student will achieve that indicator. **Sample Standard:** Students will list at least two skills learned in their school subjects that are used in at least three occupations.

Instructions

1. **Indicator.** List the indicators. All indicators for the competencies should be reviewed.
2. **Guidance Processes.** List the guidance process(es) that is/are being used for each indicator. Guidance processes include outreach, instruction/training, counseling, vocational evaluation and assessment, career information, placement, work experience, consultation and referral/contracted services.
3. **Activity.** List the program activity(ies) that is/are being used for the indicator.
4. **Audience.** Describe which individuals (program participants) are receiving each activity.
5. **Overall Comments and Recommendations.** In this final section for each competency, list overall comments and recommendations including:

   Overall strengths and weaknesses of the program related to the competency and indicator.

   Recommended improvements including competencies and indicators that need to be strengthened and activities which might be added or substituted.

   Suggested standards to replace the indicators.

Competency Number:

Competency Statement:

Indicator

Process

Activity

Audience

Overall strengths and weaknesses of the program related to competency and indicators.

Recommended improvements in the competency and indicators including new processes and activities that might be added or substituted.

II. Program Structure

The following information related to program structure should be collected.

A. Program Leadership

Is there a designated career guidance and counseling program leader?

What are his or her responsibilities?

Are others aware that this person is the leader?

Does this individual have time to provide leadership to the program?

B. Staffing

Which individuals have a role in staffing the program?

What are their specific responsibilities?

Do they have time to perform these responsibilities?

Do they have the expertise needed?

C. Facilities

What physical space is available for the program? Is it adequate in terms of size and privacy?

What equipment is available for the program? Is it adequate?

What materials are available for the program? Are they current and readily available when needed?

What supplies are available for the program? Are they adequate?

D. Budget

What budget is available for the program? Is it adequate?

E. Management

How is the program coordinated with other guidance and counseling program areas and with other school programs? How might coordination be improved?

Is the program evaluated periodically? Is the evaluation information adequate to support the effectiveness of the program?

Does the program conduct public relations activities? Are they effective?

Does the program include regular staff development activities? Are they responsive to staff needs?

Is the program articulated with career guidance and counseling programs at other educational levels? Do the articulation procedures reduce program duplication and gaps? Is the program coordinated with other programs that serve students (e.g., vocational rehabilitation and JTPA)?

III. Program Schedule

Is there a master schedule or specified timeline for the delivery of the program? Does the program leader monitor the schedule?

Program Description

Competency:

Indicator

Process

Activity

Audience

Staff

Date

Staff Roles and Responsibilities. List responsibilities based on the revised program organized by such processes as outreach, counseling, assessment, instruction, career information, work experience, referral, consultation, placement, follow-up and management.

Program Leader

Staff

Program Resources. Make a complete list of needed resources based on the revised program.

Physical Facilities. Space needed; special requirements (e.g., privacy).

Equipment. List all needs including media, computer, furniture and other items.

Materials and Supplies. List all needs including assessment materials and scoring services, career information and others.

Budget. Develop line item budget covering such items as equipment, materials and supplies, staff development, consultants, etc.

Management Schedule. List all management tasks related to evaluation, public relations, coordination and staff development.

Task

Responsible Person

Date Completed

Program Schedule. List all program activities from the program description arranged by client group and schedule of delivery.

Start Month

End Month

Activity

Audience

(Complete for each competency)

Activity Selection and Design Form

Competency Number _____ Grade level _____

Indicator _____

_____

Standard _____

Guidance Process:

Classroom Instruction _____
Counseling _____
Assessment _____
Career Information _____
Placement _____
Consultation _____
Referral _____

If instruction, in which class(es) can it be delivered:_____
_____
_____

Description of Activity: (Attach any worksheets or handouts that are required to conduct the activity.)

(Complete a "Measure Selection and Development Form" for each indicator and attach to this "Activity Design Form.")

Measure Selection and Development Form

Competency Number: _____ Grade Level: _____

Indicator:

Standard:

Measure:

Scoring Instructions:

Career Development Guidance
Program Plan Form

Instructions: The steering committee should meet to summarize information from the program review and from the work of the design teams. The committee will organize the information needed for the plan and determine how the plan will be developed. The chair may take responsibility for writing the plan or subgroups may be formed around sections of the plan.

1. **Program Description.** Using the "Program Activity Design Forms," a summary of the program by each competency should be developed giving the indicator and standard, the program process, a brief description of the activity, the grade level of students, the staff member responsible and the date when it will be completed.

2. **Staff Role Descriptions.** Role descriptions should be developed for the program leader and for other staff such as counselors, teachers, librarians and others including resource persons, volunteers or students if they are involved in the program. The role descriptions should include general activities that will be completed by each type of staff drawn from the summary of the program. In addition, management and coordination responsibilities should be listed including leadership, evaluation, public relations, articulation and staff development.

3. **Program Resources.** A list of resources needed to conduct the program should be developed. This includes physical space, equipment, materials and supplies.

4. **Budget.** A budget should be developed listing financial resources needs in such areas as equipment, facilities, supplies and staff development.

5. **Management Schedule.** A list of all management tasks should include task, personnel responsible and date completed. Include coordination, evaluation, public relations, articulation and staff development.

6. **Program Schedule.** A schedule should be developed listing all program activities arranged by month and grade level.

7. **Program Guide.** The "Program Activity Design Forms" may be collated into a separate program guide to be used by staff who will conduct the program.

Resources and Process Checklist

Administrative Support Resources

	Yes	Somewhat	No	Not Applicable
1. Is there adequate administrative support from your immediate supervisor for a career guidance and counseling program?	( )	( )	( )	( )
Comments:				
2. Does your administration show a positive attitude toward career guidance and counseling?	( )	( )	( )	( )
Comments:				
3. Do you have a list of desired career guidance and counseling outcomes which has been agreed upon by the administration, the counseling staff and the advisory committee?	( )	( )	( )	( )
Comments:				
4. Do you have in writing a clear definition of the responsibilities of administration, professional staff and clerical staff for career guidance and counseling?	( )	( )	( )	( )
Comments:				

Facilities

	Yes	Somewhat	No	Not Applicable
5. Is adequate space provided to house your programs?	( )	( )	( )	( )
Comments:				
6. Are your resource materials and computer terminals accessible to all students?	( )	( )	( )	( )
Comments:				
7. Do your counselors have offices that:				
a. provide auditory and visual privacy for students?	( )	( )	( )	( )
b. ensure security of files?	( )	( )	( )	( )
c. have a private telephone?	( )	( )	( )	( )
Comments:				
8. Do you have a career guidance and counseling area?	( )	( )	( )	( )
Comments:				

Personnel Requirements and Counselor Competencies

	Yes	Somewhat	No	Not Applicable
9. Is your career guidance and counseling area:				
a. convenient to students?	( )	( )	( )	( )
b. comfortable and appealing?	( )	( )	( )	( )
Comments:				
10. Do you have enough certified counselors on staff?	( )	( )	( )	( )
Comments:				
11. Has the counselor(s) had course work or in-service training in the following areas:				
a. assessment?	( )	( )	( )	( )
b. decision-making	( )	( )	( )	( )
c. career counseling:	( )	( )	( )	( )
Comments:				
12. Is the counselor(s) qualified to lead and consult with teachers, administrator, parents, etc?	( )	( )	( )	( )
Comments:				

	Yes	Somewhat	No	Not Applicable
13. Does your counseling staff have enough clerical support:	( )	( )	( )	( )

Comments:

14. Does your institution provide other specialists who participate in the career guidance and counseling program such as:				
a. social workers?	( )	( )	( )	( )
b. speech and hearing therapists?	( )	( )	( )	( )
c. school psychologists?	( )	( )	( )	( )
d. occupational and physical therapists?	( )	( )	( )	( )
e. reading and other learning specialists?	( )	( )	( )	( )
f. nurses?	( )	( )	( )	( )

Comments:

Training and Materials

	Yes	Somewhat	No	Not Applicable
15. Do you have a written plan to provide staff development in career guidance and counseling areas where counselors and/or teachers need more expertise?	( )	( )	( )	( )
Comments:				
16. Is professional career guidance and counseling literature provided to counselors and/or teachers?	( )	( )	( )	( )
Comments?				
17. Has an inventory of available career guidance and counseling resource materials and equipment and a list of needed materials and equipment been made?	( )	( )	( )	( )
Comments:				
18. Is there an adequate budget for career guidance and counseling resource and training needs?	( )	( )	( )	( )
Comments:				

	Yes	Somewhat	No	Not Applicable
19. Does your career guidance and counseling program include the following components:				
a. instruction?	( )	( )	( )	( )
b. counseling?	( )	( )	( )	( )
c. assessment?	( )	( )	( )	( )
d. career information?	( )	( )	( )	( )
e. placement?	( )	( )	( )	( )
f. consultation?	( )	( )	( )	( )
g. referral?	( )	( )	( )	( )

Comments:

Process

20. Has your institution taken the following steps to implement the a career development guidance program.				
a. formed an advisory committee?	( )	( )	( )	( )
b. conducted a needs assessment?	( )	( )	( )	( )
c. made a list of goals for improving the program?	( )	( )	( )	( )
d. set priorities for goals?	( )	( )	( )	( )
e. made a written plan to evaluate the process toward and achievement of goals?	( )	( )	( )	( )
f. begun to take steps to improve the program?	( )	( )	( )	( )
g. conducted staff development?	( )	( )	( )	( )
h. made a list of needs for further staff development?	( )	( )	( )	( )
i. made a written plan to use evaluation results for further improvement?	( )	( )	( )	( )

Comments:

Activity Feedback

This form has been designed to serve as a feedback instrument for:

1. Classroom activities done by counselor and/or teacher;
2. Groups (one-time-only meeting or discussion and ongoing groups);
3. Special workshops or programs (such as class or individual activity, i.e., job shadowing with a person in a particular business or industry, attending a career fair, special seminar on interpersonal communications, visit to a college, etc.).

The activities and programs development to meet the overall objectives of the comprehensive career development guidance and counseling program include both these activities that are actually conducted by guidance and counseling program staff and those arranged for (but not necessarily actually conducted by) the staff.

Activity Feedback Form

This box to be filled out by your teacher or counselor.

_____ *Component* _____ *Group Size*
_____ *Activity Title* _____ *Individual*

Leader's Name _____ Your Grade Level _____ Sex _____

1. The things I liked best about the activity were: (check any or all appropriate responses)

_____ I enjoyed taking part in the activity.

_____ The leader explained the purpose of the activity.

_____ The leader explained things clearly.

_____ The leader listened to my questions and concerns.

_____ There was an appropriate amount of time for discussion.

_____ I found the information helpful.

_____ I found the teaching aids helped me to understand the activity (i.e., filmstrips, film, charts, audio/video etc.)

2. I learned some ways to increase my abilities in this area.

_____ Yes No

Comments: (please explain) _____

_____

_____

3. My goal for this activity was _____

_____

I reached this goal. _____Yes_____ No

4. I would like to learn more about _____

5. I would recommend this activity to another student. _____Yes _____No

6. I would rate this activity as: _____Very Helpful _____ Of Little Value
_____ Helpful _____ Of No Value

7. I learned the following information about myself _____

_____

8. With this information I will now take responsibility to _____

_____

_____

(Please complete the sentence)

Self-Assessment of Counselor Staff Development Needs

Counselors need a variety of skills and competencies to implement a career guidance and counseling program. This self-assessment will help you identify your current staff development needs and develop an individual plan to help you feel better prepared to implement our revised career guidance and counseling program. We will also summarize results for all counselors to help develop our career guidance and counseling staff development plan.

Read each of the following statements and circle the number that best describes (1) how important this competency is to the implementation of our revised career guidance and counseling program and (2) how high your need is to improve this competency.

Importance	**My Need**
4 = very important	4 = very high need
3 = important	3 = high need
2 = slightly important	2 = moderate need
1 = not important	1 = low need

When you have rated each of the statements according to its **importance for implementing the revised program** and **your need to improve this competency**, review the statements that you rated as both **very important** and **very high need** and **select the five** that represent your most important staff development needs. List them in the space marked "Most Important Professional Development Needs" at the end of this survey.

(The following illustrates the format for this technique. To finalize the survey, include all of the counselor competencies that are listed in the "Counselor Competencies".

	Importance for Program	**Need for me**
Guidance and Counseling		
1. Knowledge of general counseling theories and techniques.	4 3 2 1	4 3 2 1
2. Knowledge of decision-making models.	4 3 2 1	4 3 2 1
3. Skills in building a productive relationship between the counselor and students.	4 3 2 1	4 3 2 1

Most Important Professional Development Needs. Review the statements that you rated as both **very important** and **very high need, select the five** that represent your most important staff development needs and list them below.

1.
2.
3.
4.
5.

Preparing Staff Development Plans

This activity provides the technique to help counselors assess their own development needs and design a professional development plan.

Instructions

The steering committee or committee chair should meet to make the following decisions about staff development.

1. **Assess staff development needs**

   a. Does the recommended counselor self-assessment technique meet our needs or do we want to modify it?

   b. Do we want to develop a similar technique for other staff using the role descriptions in our Career Guidance and Counseling Program Plan?

   c. When will the counselors and other staff complete the self-assessment technique?

   d. Who will summarize the results of the self-assessment across staff groups?

2. **Develop individual and group staff development plans**

   a. Who will review individual staff development plans?

   b. How will we use the summary of group staff development needs to design a career guidance staff development plan?

   c. Who will be responsible for obtaining approval and resources and for implementing the plan?

Appendix C:

Supplemental Information

Building a Quality Workforce

U.S. Department of Labor, U.S. Department of Education and U.S. Department of Commerce. (1988) *Building a Quality Workforce.* Washington, D.C.: Employment & Training Administration, U.S. Department of Labor, pp. 3, 17-18.

Summary of Business' Workplace Needs

Nationwide, 134 business representatives were consulted, representing both small and large businesses, in urban and suburban settings, from a variety of industries and at a variety of levels within their companies. In summary, businesses consistently noted that entry-level workers and applicants did not have the skills to:

- Read and comprehend policy and instruction manuals as well as technical material
- Write sentences with correct sentence form, spelling, punctuation and other matters of mechanics
- Perceive errors and rewrite
- Speak and explain ideas clearly
- Answer and ask questions and follow verbal directions
- Add and subtract, multiply and divide
- Work with fractions and decimals

Employers also identified deficiencies in these more technical skills:

- Measure and comprehend spatial relationships and use metric measurements
- Type with accuracy and speed
- Work accurately with computers and computerized programs

Finally, employers noted that they needed, but were frequently unable to recruit, employees with positive attitudes and the ability to:

- Learn, be flexible and respond to change quickly
- Deal with complexity, that is, learn and perform multiple tasks and analyze and deal with a wide variety of options
- Identify problems, perceive alternative approaches and select the best approach
- Operate independently after a brief but intensive orientation period or after an initial training period
- Work cooperatively with people of different personalities, ethnicity, gender, and across different authority levels and organizational divisions
- Be punctual and dependable as well as show pride and enthusiasm in performing well

Workplace Basics

Carnevale, A.P.; Gainer, L.J.; & Meltzer, A.S. (1988) *Workplace Basics: The Skills Employers Want.* Alexandria, VA: The American Society for Training & Development and Washington, D.C.: U.S. Department of Labor, Employment Training Administration, pp. ii, 9, 13-14.

The Need

Deficiencies in basic workplace skills are a growing problem. It is a challenge emerging from a volatile mix of demographic, economic and technical forces. These combined forces are driving the nation toward a human capital deficit among both new and experienced workers that threatens the competitiveness of economic institutions and acts as a barrier to individual opportunity of all Americans.

Through this study, employers identified the following seven skills groups that comprise the new workplace basics:

- Learning to learn
- 3 R's (reading, writing, computation)
- Listening and oral communication
- Creative thinking/problem solving
- Self-esteem/goal setting-motivation/personal & career development
- Interpersonal/negotiation/teamwork
- Organizational effectiveness/leadership

Self-Esteem, Motivation/Goal Setting and Personal & Career Development

Workplace training to enhance self-esteem is at the core of training to expand job-specific occupational skills or provide remediation. Key elements of self-esteem training include assisting employees to recognize their current skills; be aware of their impact on others; understand their emotional set points and abilities to cope with stress, change, criticism and so on; and deal with their own limits by recognizing the need for and seeking new information to apply to problems and construct solutions.

Training in motivation/goal setting is rooted in techniques for setting and meeting defined objectives; including recognizing signposts of incremental success along the way toward meeting a goal. Like self-esteem training, it focuses on self-awareness and adaptability as keys to dealing with things or people. It also emphasizes self-direction and organizational savvy.

Personal and career development skills rest on a foundation of good self-esteem and motivation. Employees who exhibit these skills increase their value in the workplace and in the employment marketplace. Employers value these skills in employees because they usually indicate successful job transitions and effective training experiences.

Unfortunately, the educational system provides little formal training in defining career direction and identifying the education and training needed to achieve career goals. Consequently, many people enter the workforce with little understanding of these skills and react to job opportunities as they surface. This patchwork quilt approach to career development, which worked well when employees could reasonably expect a long-term career with one employer, is no longer viable.

Training in personal and career development skills includes providing employees with techniques for understanding and expanding their skills inventories, career planning and career management. Goal setting is important as is structuring individual career progression models that explore the training and educational preparation needed to meet career goals. Importantly, training should be complemented by on-going counseling and by the organizations' clearly articulated support of potential career paths for individual jobs.

Organizations have traditionally viewed the skills of self-esteem, goal setting/motivation and personal/career development as those an individual should acquire outside the workplace. But the demands of today's evolving workplace are influencing employers to recognize that they must look beyond providing occupation-specific skills. They must include training in the more intangible skills that together make a productive and competitive workforce.

Projections 2000

U.S. Department of Labor (1987) Projections 2000. Issue of the *Occupational Outlook Quarterly* 31(3), p. 3.

The Changing Labor Force

The labor force—job holders and job seekers—will continue to grow, rising 21 million from 1986 to 2000. The rate of growth—18 percent—will be slower than during the previous 14 years.

The Labor force will look very different in 2000 than 1986. For instance:

- Younger and older workers will become a smaller part of the labor force.
- Women will continue to increase their share of the labor force.
- The proportion of whites in the labor force will decrease; the proportion of blacks and of Asians and others will increase.
- Asians and others will have the fastest percentage growth between 1986 and 2000, although their numerical growth will be small.
- The Hispanic labor force will grow very rapidly.

Like the labor force, employment opportunities will continue to grow, although more slowly than in the recent past.

The Changing Demand for Goods and Services

The gross national product (GNP), a measure of demand for goods and services, will exceed $5 trillion in 2000. Every major category of GNP will grow. A larger share of personal consumption expenditures—the largest category of GNP—will be spent on services rather than on goods.

Changing Employment in Industries

Goods and services are produced in industries classified by sector, division and group. Driven by a rising demand for services, the service-producing sector will provide 20 million new jobs. Every industry division in the service-producing sector will continue to grow:

- Four divisions in the service-producing section will grow faster than average.
- Two divisions—services and retail trade—will provide 75 percent of job growth.
- In the services division, health and business services will account for more than one-half the growth.
- In the goods-producing sector, construction is the only division that will grow as a whole.

Changing Employment in Occupations

Occupations will grow an average of 19 percent; of the broad occupation groups, technician and service occupations will grow the fastest. Specifically:

- A small number of occupations will account for more than one-half of total job growth.

- Twelve of the fastest growing occupations provide health services.
- Changes in technology and business practices and increased use of imports will cause some occupations to decline.

The Growing Need for Education

The projected growth of the broad occupational groups shows the increasing need for education. Workers with more education earn more and are less likely to be unemployed.

Economic Consequences of Neglecting Career Development

Jarvis, P.S. (1988) "A nation at risk: The economic consequences of neglecting career development." Paper presented at the Annual Conference of the Association of Computer-Based Systems for Career Information, St. Louis, MO, December 2, 1988.

The majority of students in the eighth and ninth grades have not established even tentative career goals... Yet they must make tough decisions regarding the courses they will pursue at high school... About twenty-five percent of secondary students nationally drop out of school before high school graduation. The rates are significantly higher with minority groups. Lack of specific career goals for which students' secondary school courses have perceived relevance is usually a contributing factor.

Very few drop-outs have developed long-range career plans...Drop-outs must make immediate decisions which are likely to impact a significant segment of their careers. The majority of high school seniors have still not established firm career goals...Roughly fifty percent of youth nationally do not go on to postsecondary studies from high school. Many of those who leave the educational system at this point encounter difficulties securing employment, as evidenced by high youth unemployment rates, again particularly among minority groups.

Of those who successfully enter the labor market directly from secondary school, either as dropouts or graduates, the median duration of first job holding is less than a year. The reason given by the majority of those voluntarily leaving their first jobs...is essentially, "It wasn't what I hoped it would be, and it certainly isn't the kind of work I want to do for the rest of my life."

Most go on to other jobs eventually, often jobless periods during which many are recipients of unemployment insurance payments and benefits from welfare and other social programs. Young people in these circumstances tend to hold several jobs during the first ten years after leaving school. Throughout this period they develop various survival and coping skills and rudimentary job-seeking skills, but few develop the skills required to make thoughtful, systematic...career decisions.

Of those who pursue postsecondary educational options, fifty percent will not graduate. The majority of students now attending colleges and universities do not have clearly defined career goals. Many do not seriously consider their post-college options until they are in their final months of study. "Major-hopping" is widespread. Seventy percent of university graduates will not be in occupations directly related to their majors five years after graduating.

When postsecondary students enter the labor force, either as graduate or dropouts in their early to mid-twenties, they tend to make career decisions in a manner not unlike those who proceeded them into the labor force directly from secondary school. They tend to stabilize in an occupation or career path towards their late twenties or early thirties for similar reasons.

There are costs associated with this ineffectual transitioning process from school to work which must be born by both the individuals concerned and society in general. It is estimated that it costs, on average, $25,000 to recruit, select and train someone to full productivity in a job...For example, ATT advises that in 1988 they spent an average to $10,000 to recruit every engineer they hire...and that it costs $600 per day to have someone in training.

For now let us focus on the $25,000 average figure. We learned earlier that the median duration of first job holding for young people is less than one year. Then they move on through a succession of "experiments" as they seek their niche in the labor force. It only takes 40 people changing jobs once

to add up to $1,000,000. Private sector employers alone spend $30 to $50 billion per year formally training workers and another $180 billion on informal training. It is estimated that at least $35 billion is lost annually on employees who leave soon after they are trained...These costs are paid by employers, at least twice. They pay to get the person initially, then they pay again to replace him or her.

Add to this the cost of unemployment insurance payments to people between jobs as they "browse" in the labor market. The total cost of U.I. payments in America for 1988 was $13.9 billion dollars.

Consider the cost of voluntary dropouts from government sponsored training programs. ...those trainees who have the ability to complete the course, but drop out two to three weeks into the course because they decide this isn't what they really want to do...with over $2 billion in Job Training Partnership Act, Title IIA, and a further $825 million in Title IIB and Title III ...it is likely that over $300 million is lost annually in this country because not enough attention is paid to the task of getting the right people in the training seats available.

Other costs, while harder to qualify, are equally real and perhaps a greater burden on society. The personal cost, for example, of encountering one failure after another in trying to find a satisfying job is significant. Consider the impact on people's physical and emotional health (and indirectly that of their families) of spending fifty percent of their conscious hours, week after week, month after month, in working environments which they dislike.

Lost productivity is surely the greatest economic cost of career indecisiveness...Sixty-four percent of workers in the Gallup survey cited earlier said if they could start over they would want to consider other career options. Over fifty percent admitted they ended up in their current jobs through chance circumstances or the advice of others...

The massive costs associated with lost productivity, wasted recruiting and training investments and other spin-offs of career indecisiveness are placing American producers at a tremendous competitive disadvantage in international trade.

Counselor Competencies

Counseling

Knowledge of developmental issues individuals address throughout the life span.
Knowledge of counseling and career development theories and techniques.
Knowledge of decision-making and transition models.
Knowledge of role relationships to facilitate personal, family and career development.
Knowledge of different cultures to interact effectively with all populations.
Skills to build productive relationships with counselors.
Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.
Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities and finances.
Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age and culture.
Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.
Skills to assist individuals in setting goals and identifying strategies for reaching goals.
Skills to assist individuals in continually reassessing their goals, values, interests and career decisions.
Skills to assist individuals in preparing for multiple roles throughout their lives.

Information

Knowledge of changes taking place in the economy, society and job market.
Knowledge of education, training, employment trends, labor market and career resources.
Knowledge of basic concepts related to career counseling such as career development, career progression and career patterns.
Knowledge of the changing gender roles and how these impact work, family and leisure.
Knowledge of employment information and career planning materials.
Knowledge of employment-related requirements such as labor laws, licensing, credentialing and certification.
Knowledge of state and local referral services or agencies for job, financial, social and personal service.
Knowledge of federal and state legislation that may influence career development programs.
Skills to use career development resources and techniques designed for specific groups.
Skills to use computer-based career information systems.

Individual and Group Assessment

Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values and personalities.
Skills to identify assessment resources appropriate for specific situations and populations.
Skills to evaluate assessment resources and techniques related so that their validity, reliability and relationships to race, gender, age and ethnicity can be determined.

	Skills to administer, interpret and personalize assessment data in relation to the career development needs of the individual.
Management and Administration	Knowledge of program designs that can be used in organizing career development programs. Knowledge of needs assessment techniques and practices. Knowledge of management concepts, leadership styles and techniques to implement change. Skills to assess the effectiveness of career development programs. Skills to identify staff competencies for effective career development programs. Skills to prepare proposals, budgets and timeliness for career development programs. Skills to identify, develop and use record-keeping methods. Skills to design, conduct, analyze and report the assessment of individual and program outcomes.
Implementation	Knowledge of program adoption and planned change strategies. Knowledge of barriers affecting the implementation of career development programs. Skills to implement individual and group programs in a variety of areas such as assessment decision making, job seeking, career information and career counseling. Skills to implement public relations efforts which promote career development activities and services. Skills to establish linkages with community-based organizations.
Consultation	Knowledge of consulting strategies and consulting models. Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants. Skills to consult with influential parties such as employers, community groups and the general public. Skills to convey program goals and achievements to legislators, professional groups and other key leaders.
Specific Populations	Knowledge of differing cultural values and their relationship to work values. Knowledge of unique career planning needs of minorities, women, the handicapped and older persons. Knowledge of alternative approaches to career planning needs for individuals with specific needs. Skills to identify community resources and establish linkages to assist adults with specific needs. Skills to find appropriate methods or resources to communicate with limited-English-proficient individuals.

Career Development Program Processes

Program processes are the various strategies which actually deliver the career development program content (student competencies). They include the following:

Classroom Instruction

Includes career-related content, which is planned and sequential, through classroom instruction, group activities and peer support groups that help students acquire knowledge, skills and abilities outlined in the career development competencies. May involve the counselor, vocational and general education teachers, career center coordinators and/or community resource people.

Outreach

Activities that offer information to students about career development services available from the school, such as bulletin boards and newsletters.

Counseling

Focuses on interaction between a student or a small group and a professional counselor, helps students explore personal issues related to career development, examines how to apply information and skills learned to their personal plans and determines individualized career plans.

Assessment

Involves the administration and interpretation of a variety of formal and informal vocational/career measures and techniques to help students gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences and needs.

Career Information

Includes a variety of resources, such as computer-based career information systems, print and media materials, simulated activities that provide current information about occupations, educational programs and employment opportunities. Emphasis should be on occupational clusters rather than specific occupations. May be provided through a Career Placement/Resource Center.

On-the-Job Training Experience

Facilitates opportunities for student in actual work settings to test career decisions and develop effective work abilities and behaviors. Two types of instructional arrangements are available for training experiences—pre-employment laboratory and cooperative education programs. Internships can also provide training experiences.

Consultation

Expands career development resources for students by directly assisting staff, administrators, teachers, employers and others in areas of needed expertise. Enables students to understand the nature of career development and addresses the unique needs of individual students, especially special needs students.

Referral

Encourages cooperation with outside organizations to offer additional services needed by students.

Placement

Organizes resources and offers assistance so that students can make successful transitions from the school to employment or further education and training.

Follow-up

Establishes and maintains long-term contact with students who have made transitions to determine effectiveness of their career-related decisions and/or secondary training experiences.

Career Development Program Structure Considerations

The career development program structure provides the program's support framework and defines the organizational capabilities through the following components and considerations.

Leadership

A description of who will manage the program, their roles and responsibilities and release time to accomplish responsibilities. Qualified vocational/career counselors or other career development professionals, such as Career Investigation teachers or Career Center Placement Coordinators, may provide the leadership for the career development guidance program on the campus level.

Large districts may choose to designate one counselor from each building as the guidance department chair and/or manager, as well as having a director of guidance on the administrative level.

Personnel

Descriptions of each type of staff who has a role in the career development program and responsibilities should be included in the program structure. The following considerations should be included in the determining personnel requirements.

- All counselors are responsible for providing career development guidance.
- The workload must be evenly distributed based on the special talents of the staff members, as well as the student-to-counselor ratio.
- Identifying and utilizing the special skills of staff members may be helpful. Differentiated assignments of counselors/professional staff may best serve the needs of the students and the program. The time and task analysis will help determine these decisions.
- The size of the support staff should be sufficient to perform the secretarial task of reception, appointment and scheduling and other clerical tasks required in a counseling office.
- Volunteers and community resource people can help relieve counselors of non-guidance and counseling duties and responsibilities.
- The counseling/professional staff must adapt to students' needs—not vice versa. Staff must stress uniformity in the delivery of program activities.
- Counseling staff should be relieved of all non-guidance and counseling responsibilities such as supervisory, clerical or administrative duties.

Facilities

A list of the types of facilities needed including physical space, equipment, materials and supplies should be included in the program structure of the Career Development Guidance Program Plan. The following facilities are recommended:

- a reception area
- staff offices
- interview and/or counseling rooms
- group meeting and/or training session rooms

- work and storage areas
- career resource center (could be a section of the library or a separate facility

Budget

A formal budget detailing the project financial resources required should be developed. Sources of funding, such as Carl D. Perkins Vocational and Applied Technology Basic Grant should be identified. The following should be considered in developing the budget:

- staff participation in professional development/training seminars, workshops and references designed to provide upgrading of skills and knowledges in career development
- career assessment materials, separate from the schools testing program
- computer-based career information systems
- career books and periodicals
- career briefs
- career videotapes

Management

This includes a plan that describes all management tasks needed to ensure successful implementation and ongoing activities of the program. In larges districts the director of guidance will be involved in organizing program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery and revising the program, as needed. In smaller districts, the leadership may be provided by a qualified counselor. Ongoing management tasks will include:

- coordination
- evaluation and research
- public relations
- articulation
- staff development

Commitments From Key Groups

Commitments from the Board of Education and the Central Administration Staff:

- Endorse local student career development competency standards.
- Authorize use of staff time for the review process.
- Authorize financial support for the review process.
- Communicate the value and importance of the review process to teachers, staff, parents and the community.
- Provide linkages to other schools, programs, districts and the state department.
- Provide data and information to support the review process.

Commitments from Counselors and Other Steering Committee Members:

- Commit time to the implementation process.
- Communicate the nature and value of the career guidance and counseling program to staff, students, parents and community.
- Be willing to improve the program as recommended by the implementation process.
- Assess own competencies related to career development and participate in inservice training activities.
- Assume management responsibility for ongoing program review and improvement.
- Provide consultation to teachers and other staff to improve career-related components of the curriculum.

Commitments from Other School Staff:

- Support local student career development competencies.
- Cooperate in the improvement of the career development process.
- Implement program improvements recommended from the implementation process.
- Provide data and information to support the process.
- Participate in professional development activities to support program change.

Commitments from the School Principal:

- Recognize the importance of the career guidance and counseling program.
- Endorse the implementation process.
- Communicate support and endorsement of the implementation process to building and/or district staff.
- Designate authority for the implementation to the steering committee.
- Designate a representative to serve on the steering committee.
- Authorize release time and assignment backup to the steering committee members.
- Authorize financial resources for the process.
- Provide data and information needed for the process.
- Endorse student career development competency standards.
- Support program changes recommended during the review process.
- Support staff inservice training activities.
- Communicate the nature and value of the process to staff, students, parents and the community.
- Provide linkages to other programs, schools, district office personnel and board of education.

Suggested Steering/Advisory Committee Members

Administrators
The participation of members of the local board of education, central administration, campus principals and other campus and district-level administrators on the advisory committee is critical to ensuring administrative support for the process.

Guidance Staff
Guidance and counseling staff members should be invited to serve on at least one of these committees.

Teachers
Because comprehensive career development guidance includes classroom activities and the integration of career concepts into the curriculum, teachers are important members of these committees.

Pupil Personnel
Because guidance is only one pupil personnel program, coordination with other programs is important.

Parents
Parents are concerned about their child's career development and can provide an additional point of view.

Students
Student representatives can help provide an important viewpoint and linkages with other students.

Private Sector
Representatives of the private sector of the community can bring the perspectives of employers, labor unions, employment services, etc. and gather support for joint activities with the private sector.

Community Service
Representatives of community or school service organizations such as Adopt-A-School, PTA/PTO, school volunteer programs, senior citizens groups, etc. can provide needed manpower to relieve the workload inherent in any transformation process.

Counselors
Program articulation is a major need. Having counselors from all educational levels will support improved program articulation.

Counselor Educators
Counselor educators from colleges or universities can provide input about new career development theory and counseling approaches.

Library/Career Center Personnel
Librarians, Career Center Coordinator, etc. can provide information on career guidance resource materials and can help coordinate the dissemination of these materials through department chairpersons.

Promotional Activities in the Schools

1. Get information to students on how to contact the counselor.
2. Have articles in the school paper regularly.
3. Accept all invitations to explain your program.
4. Pass on new career bulletins and booklets to teachers and help them relate career opportunities to their subject areas.
5. Team with teachers to present group guidance lessons.
6 Share ideas with school staff.
7. Present a Career Of The Week. Briefly describe a career on Monday over the public address system, have a speaker on Tuesday, and do something featuring the week's career each day.
8. Sponsor a Career Day.
9. At the beginning of the school year, plan how teachers and counselors can team together to better assist each other in meeting student needs.
10. Publish a guidance newsletter.
11. Participate in in-service meetings. Volunteer to be on programs.
12. Talk to superintendents, principals and teachers about the guidance and counseling program.
13. Work with new students to explain the services of the guidance department.
14. At the end of the year, send principal, local staff, guidance committee, supervisor, superintendent and board members an evaluation of the program based on its objectives.
15. Organize and maintain a guidance committee.
16. Work to clarify the counselor's role in the school. Be aggressive enough to set limitations in accordance with this role.
17. Develop a guidance calendar for the month and publicize it.
18. Keep a log showing daily activities; summarize the number of times or the length of time spent on various tasks; give a brief description of what each task includes and its value.
19. Meet regularly with your principal and school staff to share successes, concerns, needs, etc.
20. Offer to be a speaker annually at a PTA meeting to inform regarding: developmental needs of children, counselor role, competencies basic to cognitive learning.

Promotional Activities in the Community

1. Write newspaper articles. (See sample.)
2. Participate in radio and television programs to create an awareness of the career development guidance program.
3. Create opportunities to share the program.
4. Know and share ideas with the people who work in "helping" agencies in the community.
5. Conduct an awareness campaign to let parents know about the program.
6. Volunteer to speak to local publics (e.g., service and civic clubs).
7. Develop a guidance brochure and ask the local groceries to put one in each grocery bag Fridays and Saturdays.
8. Have counselor business cards.
9. Organize parent groups to focus on topics of mutual interest.
10. Seek exhibit space for a career development guidance presentation (e.g., bank or store window) to inform the general public about the activities/services that a counselor offers. Have students help develop the exhibit.
11. Discuss the importance of occupational information with local service and civic clubs. Explain how important it is for students to be able to talk in an informal atmosphere with someone who actually is working at a particular job. Ask for volunteers. Provide a guide for their talks. Have each member who volunteers complete a Career Speaker Reference Card for an occupational resource file.
12. Encourage community cooperation by inviting local service and civic club leaders to assist in publicizing career nights and in obtaining career speakers. All the schools in a region might cooperatively develop a career night.
13. Share ideas with business and industry groups.
14. Make annual presentations to the school board. Film presentations are especially effective!
15. Seek senior citizens to assist with your program where possible.
16. Believe in the worth of career development guidance. Talk it, walk it, preach it, teach it.
17. Identify "Career Development Guidance ALLIES" and keep in touch with them.
18. Develop and disseminate brochures on the vocational education programs offered in district/schools which promote career development skills.
19. Show the videotape "Building a Better Texan" to local service and civic clubs to stress the importance of career development programs in the economic development of the community and the state.
20. Local counselor associations can develop promotional materials using the following:
    School counselors say... It's Better to Build Children Than to Repair Adults."
    School Counselors—helping to develop self-reliance through self-understanding.

Career Development Guidance Information News Brief

This sample news brief can be used as the basis for information to be distributed to key groups and the media.

Our district/school is currently faced with a number of important issues and needs. These include (*list the needs identified by students, teachers, community.*)

Career development programs have been proven to be effective in addressing these needs and issues. Some of the benefits of career development that are particularly important to our district/school at this time include: (*list the benefits that apply locally.*)

National leaders in career guidance and counseling have recognized these benefits but have also stressed that such benefits are tied to the quality and comprehensiveness of career development guidance programs. The National Occupational Information Coordinating Committee (NOICC) responded to the need to foster excellence in career development guidance through the National Career Development Guidelines Project. The goal of this national project was to develop and disseminate student and counselor competency guidelines, a program review and implementation process and training materials for comprehensive career development guidance and counseling programs spanning kindergarten through adulthood. The Texas Education Agency, through the Vocational Guidance Programs Division, has produced A Comprehensive Career Development Guidance Program for Texas schools. The Implementation Handbook addresses the career development strategies presented in Career Opportunities in Texas: A Master Plan For Vocational and Technical Education in Texas. The Texas Handbook is based on the National Guidelines and is designed to support Texas public schools in developing comprehensive career development guidance programs.

These materials provide a unique opportunity for our district/school to conduct a career development guidance program review and improvement/implementation process, thus strengthening the effect that our program will have in response to pressing educational needs and issues. The development of the materials from the National Guidelines project involved over 150 national, state and local leaders in an advisory, review and validation capacity. This ensures that the use of the materials for establishing student career development competencies and conducting the program review and improvement/implementation process will bring to our district/school the best national expert consensus about what constitutes a high quality career development program.

Articulation Guidelines

Since career development is a lifelong process and individuals differ in their rate of career development, it is important to develop articulation procedures to support the effective achievement of career development competencies within and across the program levels.

Articulation is the process of coordinating programs both within and across levels. The purposes of articulation are to ensure a smooth transition from one level to another, support the effective sequencing of program activities and avoid unnecessary duplication of learning.

Goals and Benefits

The goals and benefits of articulation include the following:

- Reinforce career development competencies within and across levels.
- Individualize programs to meet the career development needs of all students and adults.
- Reduce unnecessary duplication of learning both within and across levels.
- Improve the effectiveness of programs in supporting the achievement of career development competencies.
- Increase the continuity of career development assistance to students and adults across the life span.
- Improve the coordination of program components and activities both within and across program levels.

Articulation is an integral part of the program review and improvement process. Specific procedures that support articulation include the following:

Secure Administrative Support and Commitment

Support and endorsements need to be gained both within and between institutional levels. For example, within an institution, the administrator needs to endorse the concept of cross-grade level articulation. Between institutions, administrators need to endorse district-wide articulation between high school and postsecondary programs; between various levels such as elementary, middle and junior high school and high school; and between various institutions that serve adults.

Within various levels, articulation can be coordinated by a steering committee that includes representatives from various program areas (for example, at the postsecondary level, staff who represent various curriculum areas or who have contact with students at various stages in the postsecondary experience including admissions, academic advising and placement personnel). Cross-level articulation can be supported by selecting members of steering committees at various levels to form an articulation committee. For example, representatives from the elementary, middle or junior high school and high school steering committees within a local district might form an articulation committee. At the adult level, an example might be an articulation committee with representatives from several institutions who serve adults, such as a community college, a community-based organization, the state employment service office and a private employer.

Develop an Articulation Plan

The articulation committee should develop an Articulation Plan. This plan should include (1) suggested sequencing of career development competencies, (2) procedures for coordinating program activities, and (3) procedures for communicating information about students' and adults' career development achievement across program levels. Sequencing should specify when career development competencies will be introduced and when they will be reinforced at subsequent levels. Program activity coordination should describe procedures to avoid duplication, share facilities and resources when feasible and capitalize on staff expertise. Finally, information about student's and adults' career development achievement needs to be shared across all levels. An Individual Career Plan is a recommended strategy for documenting individual career and educational plans along with information about achievement related to the career development competencies. The Articulation Plan should specify how information from the Individual Career Plan will be transferred across program levels and used by staff both within and across program levels.

Implement the Articulation Plan

After the Articulation Plan is developed, specific steps need to be completed to implement the plan. First, the plan needs to be disseminated to those who have a role in implementing it. In addition, staff need to be trained so they can implement the plan. It is effective to conduct cross-level training sessions so staff in various levels can establish communication and clarify their individual roles. Next, staff need to implement the Articulation Plan. During this phase, it will be helpful for the articulation committee to communicate regularly with staff at various levels to identify and resolve implementation problems and facilitate communication among staff at various levels. Finally, the articulation committee should monitor the transfer of information (e.g., the Individual Career plan) across levels to be certain that the information is being transferred and used consistently.

Evaluate and Improve the Articulation Process

After the Articulation Plan is implemented, the steering committee needs to collect information that will evaluate the effectiveness of the articulation process. Evaluation questions to address include the following:

> Is the suggested sequencing of the career development competency standards appropriate to the needs of students and adults?
>
> Are the recommendations for coordinating program activities working effectively?
>
> Are Individual Career Plans being used to strengthen and individualize program activities?
>
> Are communication and coordination across levels supporting articulation? If not, what are the problems or barriers?

When information has been collected related to these questions, the articulation committee should review and modify the Articulation Plan based on these evaluation results.

Summary

Articulation will be most effective if it is addressed throughout the program review and improvement process. For example:

> Administrative commitment to articulation is obtained at the initiation of the program review and improvement process, along with other key administrative commitments.

The articulation committee is formed soon after the steering committees are formed at various levels so there is consistent communication across levels throughout the program review and improvement process.

A sequence for the delivery of career development competencies is developed to ensure reinforcement and continuity of standards across levels.

Procedures for coordinating program activities across levels are developed in conjunction with program revision plans at each level to ensure optimal use of resources and avoid unnecessary duplication of learning experiences.

The evaluation of the articulation process is conducted parallel to the program evaluation so review of program components can be coordinated with revisions of the articulation process.

A sample Individual Career Plan is included in Appendix B.

Career Development Activities

The activities suggested in this section are directed to the career development needs of elementary, middle and high school students.

Classroom Instruction

Planned and sequential career-related curriculum activities, delivered by teachers and/or counselors through classroom instruction, is one way to provide career development experiences effectively to all students . The classroom instruction process couples academic curriculum objectives with career development competencies and indicators.

For each subject, the existing curriculum is reviewed and areas that can be used to deliver career development concepts are identified. Lesson plans are refocused to include both the academic and career development objectives. For instance, a short story might be used to help students clarify their own goals or math problems could be written to reinforce the use of math in various occupations. Integrating career development concepts into academic instruction helps to make instruction more meaningful to students and actively engages them in the learning process.

Teachers will find that they are already presenting many career development concepts. The key is to ensure that as many competencies as possible are being covered in a planned and sequential manner.

At sometime during the development phase of program implementation, resources and in-service training should be provided to teachers and counselors to facilitate their creating approaches to curriculum content that integrate the academic and career development areas. The suggested activities should contain the following information:

1. Grade Level(s)
2. Curriculum Area
3. Academic Skill
4. Career Development Student Indicator (Competency #)
5. Materials/Equipment/Resources
6. Description of the Learning Activity
7. Evaluation Method

Elementary School Career Development Activities

Activity 1

Grade level(s): K-2
Curriculum Area: Social Studies
Academic Skill: Identifying and Categorizing

Career Development Student Indicator:
The student will describe the products and services of local employers. (Competency VIII)

Materials/Equipment/Resources:
Bulletin board, magazines, scissors, construction paper, crayons, puppets (optional)

Description of the Learning Activity
The teacher opens discussion by stating that people work in many different kinds of businesses. Some work inside, some outside and some both inside/outside. Some workers make products and some offer services that help people. Give examples. The teacher then invites students to brainstorm a list of the kinds of businesses/places where people work in town or in the neighborhood (e.g., grocery store, police station, fire station, gas station, post office, school, restaurants, hardware, clothing store, record store, pet shop, doctor's office, dentist, farm, factory, office building, etc.).

Students then cut pictures of businesses from magazines or draw pictures of the places of work in their town. Students describe the products or services of their business. Students might use finger puppets to act out their work descriptions.

All the pictures are used to create the "Main Street" bulletin board. Pictures are grouped by products vs. services.

Evaluation Method: Each student describes a business and the kind of work done there.

Activity 2

Grade level(s): K-2
Curriculum Area: Language Development/Art
Academic Skill: Oral Expression

Career Development Student Indicator:
The student will describe how work can satisfy personal needs. (Competency VIII)

Materials/Equipment/Resources:
Magazines, scissors, construction paper, crayons, filmstrip (optional)

Description of the Learning Activity:
The teacher opens discussion by asking students to describe the hobbies, interests or activities they enjoy. Show a filmstrip (if available) about interests to stimulate discussion.

Introduce the concepts that many people work in jobs that relate to their interests.

Ask students to think of some examples (vet—likes animals, auto mechanic—likes cars, etc.).

Students then create a collage showing their interests, things that they like, etc.

Students describe their collage to the class and give one example of a job that they might like to do.

Evaluation Method: Each student completes a collage and identifies an occupation or interest.

Activity 3

Grade level(s): K-2
Curriculum Area: Math, Social Studies
Academic Skill: Sequencing, Problem Solving, Working Together in Daily Life.

Career Development Student Indicator:
The student will describe ways in which work can help overcome social and economic problems. (Competency VIII)

Materials/Equipment/Resources:
Lego blocks, wooden blocks.

Description of the Learning Activity:
The teacher begins by asking students if they have ever played a game as part of a team. Discuss the importance of each member of the team and how the team must work together to be successful; that each person has a role, the team has a game plan, the team makes decisions, etc. There is usually a team captain or leader. Expand concepts to other areas where people must work together.

Divide students into teams. Each team is to build a tower out of blocks or Lego pieces. The must choose a team captain, decide what kind of a tower to build, what materials to use, what each team member will do, etc.

Students then build their towers. Each team shares with the class how they worked together, what was easy about working together, what was hard.

Evaluation Method: Each student completes a "Working Together" worksheet.

Activity 4

Grade level(s): 3-5
Curriculum Area: Social Studies
Academic Skills: Reading, Writing, Researching

Career Development Student Indicator:
The student will describe the products and services of local employers. (Competency VIII)

Materials/Equipment/Resources:
Reference books, newspapers, people resources, career corner in classroom, library or media center.

Description of the Learning Activity:
After completing a unit on the major industries and products produced in the state, students will be asked to complete an individual research project:

a. Identify a major employer in the state or select a company where a friend or relative works.
b. Describe the products or services of the company.
c. Identify at least five jobs in the company.
d. Indicate whether or not you would like to work for the company—doing what job.

Evaluation Method: Completed research paper.

Activity 5

Grade level(s): 3-5
Curriculum Area: Social Studies, Language Arts
Academic Skill: Oral Expression, Outlining, Note Taking

Career Development Student Indicator:
The student will describe how work can satisfy personal needs. (Competency VIII)

Materials/Equipment/Resources:
Reference books, Occupational Outlook Handbook, filmstrip.

Description of the Learning Activity:
Teacher begins the activity by showing a filmstrip that addressed the concept of job satisfaction. Students are encouraged to take notes while viewing the filmstrip.

Discussion follows regarding the different reasons people work.

Each student selects an occupation and completes an outline with headers such as:

a. Job title
b. Description of the job
c. Education/training required
d. Salary/wages
e. Employment outlook
f. Advantages of the job
g. Disadvantages of the job

Evaluation Method: Each student will complete a Job Information Outline.

Activity 6

Grade level(s): 3-5
Curriculum Area: Math, Social Studies, Language Arts
Academic Skill: Writing, Oral Language, Addition, Planning, Problem Solving, Decision-making, Organizing, Working Together in Daily Life.

Career Development Student Indicator:
The student will describe ways in which work can help overcome social and economic problems. (Competency VIII)

Materials/Equipment/Resources:
Construction paper for signs, large bags for storing canned goods, parent volunteers.

Description of the Learning Activity:
Teacher will lead discussion about the concepts of charity, giving to those less fortunate, volunteering time and effort to a worthy cause. Ask for examples from the class.

Class will then identify various charitable organizations in their area and select one to support with a canned food drive.

Discuss the tasks that must be accomplished and how the project will be organized.

Teacher will divide the class into work teams for various tasks identified (e.g., publicity, collection of canned goods, inventory control, etc.).

The class will donate the food collected to the organization they selected.

Evaluation Method: The class will successfully complete the project.

Middle School Career Development Activities

Lifestyle Worksheet

Please read the following items carefully. Check those items you feel are essential to your future plans and lifestyle and circle qualifiers.

___ Marriage
___ Size of family(including you and your spouse)
2, 3, 4, 5 or more
___ Remaining single
___ Own my own home valued at:
$25,000, $40,000, $50,000, $70,000, $100,000 or more
___ Rent an apartment Furnished , Unfurnished
___ Homeowners insurance
___ Medical insurance
___ Life insurance: myself, spouse, children,
___ Auto insurance: myself, spouse, children,
___ Car: new, used, one, two or more
___ Medical/dental expenses
___ Eyeglasses
___ Furniture
___ Water
___ Property taxes
___ Electricity
___ Telephone
___ Heat: oil, coal, electric, gas, wood
___ Television
___ Snowblower
___ Clothing
___ Food
___ Stereo
___ Vacation: 2 weeks month or more
___ Gasoline
___ Disposal services: trash & garbage
___ Personal services: dry cleaning, haircuts, etc.
___ Recreation & leisure time activities
___ Pension fund/retirement
___ Savings account
___ Major appliances: washer, dryer, dishwasher, other
___ Other

Anticipated income from your job:
$5,000-$10,000 $10,000-$15,000 $15,000-$20,000 $20,000 or more

Do you believe your job can support this lifestyle?
Yes No Don't know

Sample Middle School Activity

Student's Name

Grade:
Completion Date:

Career Plan Folio

Interest Inventory Administered:_____
Date:_____Results:_____

Aptitude Test Administered:_____
Date:_____Results:_____

Other Tests Administered (personality, ability, values, etc.):_____
Date:_____Results:_____

Career Cluster Choices:_____

Career Educational Goals:_____

Additional Comments:_____

Signature_____Title_____

(Attach copy of Four-year High School Schedule to this sheet.)

High School Career Development Activities

Activity 1

Grade level(s): 9-10
Curriculum Area: English
Academic Skill: Writing, Research

Career Development Student Indicator:
The student will discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs. (Competency VI)

Materials/Equipment/Resources:
Interest Inventory; DOT, OOH, etc.; counselor

Description of the Learning Activity:
Students take a self-scoring interest inventory—can be administered in class or assigned for homework. The counselor discusses the interpretation of the interest inventory with students in class.

Students then research three occupations from the list suggested by the results of the interest inventory. For each occupation, the student will list the job duties, the abilities needed, related high school subjects and postsecondary education and training needed. Students will comment on each occupation relative to their own interests and plans.

Evaluation Method: Research paper.

Activity 2

Grade level(s): 9-10
Curriculum Area: Math
Academic Skill: Percent, Graphs

Career Development Student Indicator:
The student will identify employment trends as they relate to training programs and employment in the state and local community. (Competency VI)

Materials/Equipment/Resources:
Back issues of Sunday newspaper's want ads

Description of the Learning Activity:
Students will review the want ad section of the Sunday newspaper and list the various types of jobs advertised. Next, count the total number of jobs advertised. Each student will select ten occupations and compute the percentage of the total number of job openings represented by each title chosen. Students will combine their individual figures to create a pie graph or bar graph showing the employment opportunities picture for their area. Discuss employment trends revealed by the graphs.

Evaluation method: Computations and graph.

Activity 3

Grade level(s): 11-12
Curriculum Area: Social Studies, History
Academic Skill: Research

Career Development Student Indicator
The student will describe the impact of factors such as population, climate and geographic location on local occupational opportunities. (Competency VI)

Materials/Equipment/Resources:
State labor market information materials from SOICC and the Department of Labor and/or Economic Development, OOH, state maps, etc.

Description of the Learning Activity:
As students study a country, discuss how the climate and location of the country have impact on its growth and history. Show the relationship between climate and location and the development of particular industries in the country. Carry the thought to the students' own environment by having them research their state or local economy listing the kinds of industries and occupations most prevalent. How do climate and location impact the occupational opportunities available to them locally?

Evaluation Method: Class discussion, research paper.

Activity 4

Grade level: 12
Curriculum Area: English
Academic Skill: Public Speaking, Research

Career Development Student Indicator:
The student will use available handbooks, career materials, labor market information and computerized career information delivery system (CIDS) to aid career exploration and to formulate tentative career choices. (Competency VI)

Materials/Equipment/Resources:
Various career formation publications, media and CIDS available; counselor.

Description of the Learning Activity:
Students will prepare a five-minute speech on the topic, "My Career in 2000".

Evaluation Method: Presentation

Planning A Career Day

Career Days are an excellent way to introduce a variety of careers to students in one day.

Some key elements to a successful Career Day are as follows:

- Begin planning early.
- Recruit two committees: a core group and an advisory group.
- Develop a timeline.
- Keep minutes of meetings.
- Assign tasks to be done.
- Involve students, parents, teachers, administrators and board members as much as possible.
- Inform the administration, teachers, board members, students and community well in advance.
- Use periodic reminders via the daily announcements to heighten interest in the Career Day.
- Place posters around the school.
- Write news articles for the local newspaper.
- Make radio or television announcements so that it truly becomes a special day.
- Invite parents to present their careers.
- Invite board members and administrators to attend.
- Extend invitations to guests early and follow this up with a series of reminder contacts providing information in small amounts.
- Provide an initial contact to the presenter to explain the purpose of Career Day.
- Enhance the program with a keynote address.
- Include the classroom teachers in gathering needed information from students if choices are allowed.
- Have classroom teachers discuss what are good questions and what are poor questions.
- Encourage teachers to make student assignments such as research papers on preferred careers.
- Ask students to write thank you letters to presenters, board members and administrators.
- Use a personal computer for scheduling if one is available.
- Print evaluations, have presenters, guests and students complete one and provide feedback on how the day was received.
- Compliment board members who attend the Career Day.
- Submit a newspaper article upon completion of Career Day and include all guest presenters.
- Invite a television station to cover the Career Day.

Sample

Career Day Planning Calendar

September 16, 19__	Initial proposal presented at staff meeting. Discussion and approval by members. Committee of two formed.
September 20, 19__	Committee meeting to develop plan of action.
September 30, 19__	Written plan presented to the staff by the Career Day Committee.
October 14, 19__	Committee presents a list of careers.
October 21, 19__	Team ratified the committee's career list.
November 24, 19__	Career list given to building teachers for comment and a complete explanation given regarding Career Day, i.e., tentative schedule for the day.
January 4, 19__	Telephone and letter contact begins to guest presenters.
January 25, 19__	Guest presenter list checked for negative replies and additional contact made.
February 10, 19__	Guest presenter second mailing. Include an introduction return.
April 1, 19__	Third mailing to guest presenters which includes a reminder and map to school.
April 12, 19__	CAREER DAY

Sample High School Activity

Outline of a Research Paper

I. **Expected format**

- A. Title page
  1. title of paper
  2. your name in lower right corner
  3. class section
  4. date
- B. Blank page for comments
- C. Preface page
  1. tells why you chose to research the career you chose
  2. tells what your paper will cover about the career
- D. Outline page
  1. set up by following headings on the Career Research worksheet
  2. content of paper should follow outline as set up
  3. proper format expected as demonstrated here
     a. identation
     b. punctuation
     c. lettering
- E. Main body of paper
- F. Footnotes
  1. standard form
     a. parenthetical
     b. traditional
- G. Bibliography
  1. alphabetical order
  2. standard form
  3. proper punctuation

II. **Standards**

- A. White ruled school paper only if written
- B. Blue or black ink only
- C. Margins—Not drawn in
- D. Proper grammar
- E. Proper mechanics
- F. Numbered pages in main body
- G. Format of I. to be followed

Research Time Management Sheet

Need to Complete By:

	Activity	Date
1.	Choose job to research	_____
2.	Gather information	_____
3.	Organize information: Set up outline	_____
4.	First Draft:	_____
	a. title page	
	b. preface page	
	c. outline (should be done, just add)	
	d. main body (based on outline)	
	e. footnotes (parenthetical or bottom of page)	
	f. bibliography	
5.	Proofread and revise	_____
6.	Final draft due	_____

Career Research Worksheet

Name_____Date_____

One career I am interested in is:

_____

Interest Area, Occupational Group:

_____

Short Job Description

Preparation Required

Does the job require a high school diploma?

Other required education or training
(How many years beyond high school?)

Required Licenses or Certificates

Nature of the Work

List three duties or activities a worker in this job does:

1.

2.

3.

Does the worker work alone or in a group?

List the three most important skills the worker must have to do the job well:

1.

2.

3.

What are the working conditions like?

What are the physical demands of the job?

What are the typical working hours for the job?

Salary and Benefits

What is the average starting salary or wage?

What are some of the employee benefits?

What are some employee costs, such as union dues, uniforms, tools, etc.?

Employment Outlook

What is the employment outlook for this job in the future?

Other

How does this job match your personality, abilities, interests, work values and lifestyle needs?

Job Research Paper

Use the Career Research Worksheet but add the following:

Personality traits that are most helpful for the job?

Five aspects of the job that appeal to you.

Two disadvantages as you see them.

Two advantages.

Do you think you qualify for the job? Why or why not?

Would you be happy at this job? Why or why not?

Compare what you found out about this job with what you have found out about yourself?

Guidelines for research paper:

Use the Career Research Worksheet to gather information. Make sure you note source/bibliography and footnote information as you use a resource.

Three resources minimum: No standard encyclopedias! Do use OOH, Career Brief Cards, Career Encyclopedias, Career Fair, Choices, Jr., Discover for Middle and Junior High School, etc., as resources.

Individual Career Plan

High School Level

Name _____
Last First Middle

School _____

1. My interests are:

9th Grade	10th Grade	11th Grade	12th Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. My abilities are:

9th Grade	10th Grade	11th Grade	12th Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. My hobbies and recreational activities are:

9th Grade	10th Grade	11th Grade	12th Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. The school subjects in which I do best are:

9th Grade	10th Grade	11th Grade	12th Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. I have explored the following careers:

9th Grade	10th Grade	11th Grade	12th Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6. I have worked part time or had some experience with the following jobs or work tasks: (update each year)

_____	_____
_____	_____
_____	_____

7. My tentative career goal(s) is(are) the following:

9th Grade	10th Grade	11th Grade	12th Grade
_____		_____	
_____		_____	
_____		_____	

8. I have chosen the following curriculum to study in high school. Courses are outlined on my high school studies plan, which is part of my cumulative record.

(20) Credit Diploma _____

(22) Credit Diploma _____

Others _____

9. I plan to pursue further training beyond high school in the following programs, schools or colleges:

OR

I plan to obtain work in one of the following jobs (businesses, industries):

10. I have attained the indicators specified in the local student career development standards. If not, I have met with my counselor to determine activities I can do to strengthen each indicator that I have not attained. (Also attach individual profile summarizing student attainment of indicators each year).

Competency	Grade			
	9th	10th	11th	12th
Understanding of the influence of a positive self-concept on career development.	_____	_____	_____	_____
Interpersonal and social skills required for positive interaction with others	_____	_____	_____	_____

	9th	10th	11th	12th
Understanding the interrelationships of emotional and physical development and career decision making.	____	____	____	____
Understanding of the relationship between educational achievement and career planning, training and placement.	____	____	____	____
Positive attitudes toward work and learning.	____	____	____	____
Skills for locating, evaluating and interpreting information about career opportunities. Skills for preparing, locating, obtaining, maintaining and advancing in a job.	____	____	____	____
Understanding of how societal needs and functions influence the nature and structure of work.	____	____	____	____
Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.	____	____	____	____
Understanding the interrelationship of life roles with careers.	____	____	____	____
Understanding of the continuous changes of male/female roles and how they relate to career decisions.	____	____	____	____
Skills in career exploration and planning.	____	____	____	____

Signatures: _____ (Student)

_____ (Parent)

_____ (Counselor)

Sample Career Development Classroom Presentations

The following counselor classroom presentations are representative of the various topics that counselors have developed to meet the needs of students in their schools. The career development needs survey will pinpoint topics that can be developed to meet local student needs.

Study Tips

This presentation includes information on learning styles, time management and scheduling, top ten tips, the learning process, notetaking, SQ4R (Survey, Question, Read, Recite, "Rite," Review) and how to read a textbook.

Employability Skills

Pertinent topics include interviewing, resume writing, budgeting, completing application forms, letters of application.

Career Unit

Topics include analyzing self and researching careers.

What is Hot and What is Not.

An up-to-date, informative look at career trends including local information.

Coping with Stress

Presentation designed to assist students in identifying stress levels and causes of stress in the area of school/work and family life. Students will learn coping skills.

Listening Skills

Various activities to strengthen students' listening skills.

Use of GIS

Series of presentations explains and demonstrates Guidance Information System and the four types of information that students can obtain from GIS.

Job Interviewing

Discussion of the commonly asked interviewing questions and how to handle oneself during the interview.

Coping with Facts and Fantasies

Presentation relates peer pressure to drug use as well as the effects of drugs. Also analyzes the use of food as a crutch and deals with self-image.

A Healthy Self-Image

This presentation demonstrates the importance of a good self-concept in job hunting, how to improve self-image and how to market oneself in the job world.

Personality Types

A quick test to match the students with four broad personality types. Self-analysis increases self-awareness and helps students relate personality to career choice.

SAT/ACT Preparation

Methods of preparing for college entrance exams—videotapes, booklets, workbooks, software, etc. Entrance score requirements of major Texas universities will be discussed.

Career Resource Center*

The career resource center serves as a focal point for many different kinds of career development activities. Students use the center's materials to research information about occupations and postsecondary education/training options. The center is a great place to hold meetings with college recruiters, military recruiters or local business people. Counselors might also use the center for meetings with small groups of students to discuss career development issues, take an interest inventory, conduct a mini-course and so on.

Career resource centers come in all sizes and shapes. They fit into guidance areas, corners of the media center or library, sprout wheels and move into the cafeteria during study halls and lunch periods, take up temporary residence in classrooms for special projects and spill over to bulletin boards in the hallways. More than a place, the career resource center is a concept that fosters easy access to a variety of career information and related activities.

Just as the location of a career resource center will vary from school to school, so do staffing arrangements. Many schools use parent volunteers quite effectively in their career centers. Others take advantage of existing staff such as media specialists, librarians, guidance counselors or teacher aides to oversee the operation of the center. Using student aides is a very popular way to provide coverage in the resource center, especially if the center has a computer-based career information delivery system.

Career resource centers house a variety of information resources and are usually organized around interest areas. Typically, they contain information about occupations, postsecondary education and training opportunities, financial aid, the military, job seeking and job survival skills and perhaps part-time and full-time jobs.

Information about occupations is delivered through print publications, media (films, filmstrips, video), the computer and microfiche. Numerous career information materials are available from state and federal government sources. National and state products include: the *Occupational Outlook Handbook, the Guide for Occupational Exploration, the Dictionary of Occupational Titles,* "Kaleidosciope of Careers" videos, career information tabloids, apprenticeship directories, job hunter's guides, state employment outlook and wage rates and much more. Most are either free or relatively inexpensive.

Many commercial companies also produce career information books, kits, films, filmstrips and videos. There are several career magazines that provide timely and inexpensive career information. When selecting commercially produced materials ensure that they are bias free, accurate and up-to-date. The *Occupational Outlook Handbook* has a section that gives addresses for information about specific occupations—often a good source of free brochures.

Technology adds another dimension of information delivery. Computer-based career information delivery systems (CIDS) and microfiche are examples.

Computers certainly provide an exciting vehicle for the dissemination of career information, but do not overlook some more traditional and very cost-effective methods for sharing information. Career posters are a lively way to provide information and brighten the center as well. Bulletin board displays can be used to stimulate students' thinking about the many decisions facing them and present concepts such as career clustering and career ladders.

*For additional information refer to *The Career Resource Center Handbook*, Educational Development & Training Center, ETSU, Commerce, TX.

Some other bulletin board ideas are:

1. "Math-Who Needs It? (features occupations that require math skills)
2. Personal Values "Coat of Arms"
3. Lifestyle Collage
4. Education Level/Occupations (highlights postsecondary education/training routes and shows sample occupations for each)
5. Interests Collage (nice follow-up to work with interest inventories, can be done as a group project)

Many students are planning some sort of education or training after high school. Catalogs from vocational technical schools, community colleges, two-and four-year colleges and universities should be included in the career resource center. Scholarship and financial aid information is also very important.

Some students are exploring the military as an option for additional education and training and/or as a career. Abundant free information is available from each of the branches of the armed services. *The Military Career Guide* contains descriptions of over 200 military occupations with related information about civilian occupations.

Another section of the career center is often devoted to materials about job seeking skills—finding your first job, filling out applications, resumes and interviewing. Some centers have "job boards" with part-time job openings in the community listed as well as full-time employment opportunities for graduating seniors.

Appendix D:

- **Sources of Information**
- **Reference Materials**
- **Instructional Materials**

Career Development Sources of Information

The following list of resources on the state and national levels can provide additional information on career development and planning programs and program activities that can serve as options for local program improvement efforts.

State and Federal Career Development Guidelines

Sylvia Clark, Program Director
Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9446

State Counselor Professional Conferences and Workshops

TEA Vocational Guidance Programs Improvement Conferences
Participants: counselors, career investigation teachers, job placement coordinators
Date: First week in August
Contact: Sylvia Clark, (512) 463-9446

Texas Association for Counseling and Development Professional Growth Conference
Participants: private practice, school counselors
Date: November
Contact: Charlotte McKay, (512) 472-3401

TEA School Counselor Conferences
Participants: school counselors
Dates: March, April, May
Contact: John Lucas, (512) 463-9498

Exemplary Career Development Programs/Career Investigation Course

Sylvia Clark, (512) 463-9446

Labor Market and Career Information Materials

Texas SOICC
Don Clapp, Education Specialist
TEC Building, Room 526T
15th & Congress
Austin, TX 78778
(512) 463-2399
1-800-822-PLAN (for free counselor's packet and career information)

Texas Employment Commission
Job Services Operations Dept.
TEC Building
Austin, TX 78778-0001
(512) 463-2679
Call for location of regional offices.

Research In Career Development and Vocational Education

Harry Drier, Research Specialist
The Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
(614) 292-4353
1-800-848-4815

National Center for Research in Vocational Education
University of California, Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704
1-800-762-4093

Professional Associations

American Vocational Association, Guidance Division
1410 King Street
Alexandria, VA 22314
(703) 683-3111

National Career Development Association
Neil Carey, Executive Director
5999 Stevenson Ave.
Alexandria, VA 22304
(301) 456-6994

Texas Career Guidance Association
Texas Association of Counseling and Development
Charlotte McKay, Executive Director
316 W. 12th St.
Austin, TX 78701

Texas Vocational Guidance Association
(512) 472-8834

Job and Career Information: What You Should Know

Public Libraries

Most public libraries have the following kinds of career occupational information:

- Print resources (lists of local, state, federal and international job opportunities; newspapers from other cities; job hunters' newspapers and special supplements; descriptions of jobs)
- Information about associations and professional organizations (directories listing convention information, addresses and publications; interviews at conferences, workshops and seminars; professional joblines or hotlines)
- Information on specific careers (salaries, qualifications, benefits, job market outlook)
- Information about potential employers (size of company, locations of offices, types of jobs, salaries)
- Information about special populations (people over 40, women, minorities, handicapped, mid-life career changers)
- Information about job search methods (lists of resources on the job search, how to decide on the right career for you, how to write a resume, how to prepare for the interview)
- Sample military tests, sample civil service tests and tests for specific occupations

School Career Centers

Secondary and postsecondary career or guidance offices typically provide a resource room, workshops and other career-related programs, Workshops cover such topics as career planning, resume writing, job search methods and interviewing. Interest inventories and information on specific jobs are available also.

Standard References

Although each library and career center has its own resource collection, there are standard resources you should know about:

The Career Guide. 1989. Parsippany, NJ: Dun's Employment Opportunities Directory, 1988. Provides an overview, career opportunities, location of offices, benefits, addresses and contact persons for U.S. companies with 1,000 plus employees.

Career Information Center. 3rd ed. Mission Hills, CA: Glencoe/Macmillan, 1987. Maintains 600 occupational profiles that review the work characteristics, job entry, education and training requirements, advancement, employment outlook and earnings and benefits for 3,000 jobs.

Discover What You're Best At: The National Career Aptitude System and Career Directory by Barry Gale. An administered and self-scored career aptitude evaluation system that discusses career strengths, career goals, job potential and potential careers.

The Encyclopedia of Careers and Vocational Guidance. 7th ed. William E. Hopke, editor-in-chief. Chicago: J.G. Ferguson Publishing Company, 1987. A three-volume reference with information on careers, personality type for specific jobs, education requirements, opportunities, related occupations and starting salaries.

1988 National Job Bank. 4th ed. Brandon Toropon, ed. Boston, MA: Bob Adams, Inc., 1987. Details the hiring activity, educational requirements and benefits of specific occupations; gives the names, addresses, phone numbers and contact people for information on available jobs; and includes a state listing of companies, what they do and whom they hire.

Dictionary of Occupational Titles. 4th ed. U.S. Department of Labor. Washington, DC: U.S. Employment Service, 1977. Offers a comprehensive, standardized description of the duties of 20,000 occupations. DOT is designed to match job requirements and workers skills.

Occupational Outlook Handbook. 1988-89 ed. U.S. Department of Labor. Washington, DC: DOL, April 1988. Includes information on specific jobs, working conditions, training and education requirements, earnings projections and job prospects.

The American Almanac of Jobs and Salaries. 1987-88 Edition. 3rd ed. John W. Wright. New York: Avon, 1987. Includes job descriptions, predictions for employment opportunities, salary data by place, jobs for recent college graduates and a comparison of salaries by city, region, state and company for all types of jobs.

Career Development Reference Materials

Block, Deborah P. *How to Have a Winning Job Interview*. Lincolnwood, Illinois: VGM Career Horizons, 1987.

Chapman, Elwood. *Be True to Your Future: Practical Steps to Career Success and Personal Fulfillment*. Los Altos, CA, Crisp Publications, Inc., 1988.

Drier, Harry, and Gysbers, Norman. *Strengthening Work-related Education and Training through Improved Comprehensive Counseling and Guidance Programs in the 1990s*. Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University, 1989.

Kapes, Jerome T. and Marjorie Moran Mastie (eds.). *A Counselor's Guide to Career Assessment Instruments*. Alexandria, Virginia: The American Association for Counseling and Development, 1988.

Kennedy, Joyce Lain and Darryl Laramore. *Joyce Lain Kennedy's Career Book*. Lincolnwood, Illinois: VGM Career Horizons, 1988.

Oregon Occupational Information Coordinating Committee. *Schoolwork, Lifework*. Salem, OR, 1989.

Career Guidance Materials Resources

Cambridge Career Products
P.O. Box 2153, Dept. PC2
Charleston, WV 25328-2153
1-800-468-4227

Center on Education and Training for Employment
Publications Office, Box C
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090
1-800-848-4815

-Entrepreneurship: A Vision for Everyone
(25-minute video, SN60, $49.50)
-ERIC No-Cost Resources
-It's Your Life...Take Charge (25-minute video)
(SP700TC, $49.50)

College Board Publications
Dept. R07
Box 886
New York, NY 10101-0866

Southwest Office
Suite 400, 701 Brazos St.
Austin, TX 78701-3253
(512) 472-0231

DISCOVER Center
230 Schilling Circle
Schilling Plaza So.
Hunt Valley, MR 21031

-The Career Journey Film
-The Career Journey self-help materials

Educational Design, Inc.
47 West 13 Street
New York, NY 110014
1-800-221-9372

Educational Development & Training Center
East Texas State University
Commerce, TX 75429
1-800-356-EDTC

- -A Comprehensive Career Development Guidance Program for Texas Schools
- -At-Risk videos
- -Building a Better Texan video
- -Career Investigation instructional materials
- -Career Resource Center Handbook
- -Dictionary of Occupational Titles
- -Exploring Careers
- -It's Not Your Father's Vo-Tech video
- -Occupational Outlook Handbook
- -Self-Esteem Videos
- -Strengthening Career Counseling Skills
- -Takeoff Careers for the 21st Century videos
- -Numerous labor market publications

Extension Instruction and Materials Center
The University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
1-800-252-3461 (within Texas)
(512) 471-7716

- -Basic Vocational Education
- -Destination: LEADERSHIP
- -Texas Transition Model: School to Work
- -Transition Curriculum (for handicapped students)
- -Vocational Assessment Handbook
- -Working Together To Support At-Risk Youth
- -Your Attitude is Showing
- -You're Hired: Getting the Right Job for You

National Occupational Information Coordinating Committee (NOICC)
2100 M Street N.W.
Suite 156
Washington, D.C. 20037

- -Improved Career Decision-Making through the Use of Labor Market Information
- -National Career Development Guidelines Local Handbook

Texas Education Agency
Publications Distribution Office
1701 North Congress
Austin, TX 78701

- -Chapter 75, Rules for Curriculum
- -Education for Self-Responsibility
- -Guidelines for Serving Special Needs Students in Vocational Education

Vocational Biographies, Inc.
P.O. Box 31
Sauk Centre, MN 56378-9983
1-800-255-0752

Wintergreen Software, Inc.
P.O. Box 1129
Madison, WI 53701
1-800-990-WGSW

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Officer for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.